DOCUMENT RESUME

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| ED 328 206 | HE 024 270 |
| TITLE | Hearing on Issues and Matters Pertaining to Historically Black Colleges and Universities. Hearing before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session. |
| INSTITUTION | Congress of the U.S., Washington, D.C. House Committee on Education and Labor. |
| PUB DATE | 16 Dec 90 |
| NOTE | 224p.; Serial No. 101-128. |
| AVAILABLE FROM | Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402. |
| PUB TYPE | Legal/Legislative/Regulatory Materials (090) |
| EDRS PRICE | MF01/PC09 Plus Postage. |
| DESCRIPTORS | *Access to Education; American Indians; *Black Colleges; Blacks; College Students; *Educational Finance; *Educational Needs; Educational Opportunities; Enrollment; *Financial Support; Hearings; Higher Education; Hispanic Americans; Institutional Mission; Minority Groups; Research Universities; *State Aid; Student Attrition; Student Financial Aid; Student Loan Programs; Universities |
| IDENTIFIERS | Congress 101st; *Higher Education Act 1965 |

ABSTRACT

This document reports oral and written testimony given for an oversight hearing by witnesses concerning the reauthorization of the Higher Education Act of 1965 primarily as it affects Black colleges and universities. Witnesses included college presidents from historically black colleges/universities including Smith University (North Carolina), Florida Agricultural and Mechanical University, Bethune-Cookman College (Florida), Medgar Evers College (New York), Wiley College (Texas), Hampton University (Virginia), North Carolina Central University, University of Arkansas, Clark Atlanta University (Georgia), Virginia State University, Meharry Medical School (Tennessee), North Carolina Agricultural and Technical State University, and Lincoln University (Pennsylvania). Their testimonies focused on problems experienced by those institutions in their effort to matriculate and graduate black and other minority students. Witnesses spoke of such issues as: the lack of federal and state support in the development of black universities/colleges; rapid decline in college enrollments among minorities; lack of access to higher education for minorities; and need for student financial aid. Statements by an executive of the Philip Morris Companies and Congressmen William Grey and Augustus F. Hawkins are also included. (LPT)

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ED 328 206
HE 024 270

# HEARING ON ISSUES AND MATTERS PERTAINING TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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## HEARING

BEFORE THE

## COMMITTEE ON EDUCATION AND LABOR
## HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, DECEMBER 16, 1990

**Serial No. 101-128**

Printed for the use of the Committee on Education and Labor

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# CONTENTS

Page

Hearing held in Washington, DC, December 10, 1990 ... 1

Statement of:

- Albright, Dr. Robert, President, Johnson C. Smith University, Charlotte, NC; Dr. Frederick Humphries, President, Florida Agricultural and Mechanical University, Tallahassee, FL; Dr. Oswald Bronson, President, Bethune-Cookman College, Daytona Beach, FL; and Dr. Edison Jackson, President, Medgar Evers College, Brooklyn, NY ... 22
- Beckley, Dr. David, President, Wiley College; Marshall, TX; George Knox, Vice President of Public Affairs, Philip Morris Companies, Inc., New York, NY; Dr. William Harvey, President, Hampton University, Hampton, VA; Tyronza Richmond, President, North Carolina Central University, Durham, NC; Dr. Charles A. Walker, Chancellor, University of Arkansas, Pine Bluff, AR ... 97
- Cole, Dr. Thomas, President, Clark Atlanta University, Atlanta, GA; Dr. Wesley C. McClure, President, Virginia State University, Petersburg, VA; Dr. David Satcher, Meharry Medical School; Dr. Edward Fort, Chancellor, North Carolina Agricultural and Technical State University, Greensboro, NC; and Dr. Niara Sudarkasa, Lincoln University, Lincoln, PA ... 146
- Gray, Hon. William, a Representative in Congress from the State of Pennsylvania ... 7

Prepared statements, letters, supplemental materials, et cetera:

- Albright, Dr. Robert, President, Johnson C. Smith University, Charlotte, NC, prepared statement of ... 40
- Bronson, Dr. Oswald, President, Bethune-Cookman College, Daytona Beach, FL, prepared statement of ... 65
- Cole, Dr. Thomas, President, Clark Atlanta University, Atlanta, GA, prepared statement of ... 149
- Gray, Hon. William, a Representative in Congress from the State of Pennsylvania, prepared statement of ... 10
- Hawkins, Hon. Augustus F., a Representative in Congress from the State of California, prepared statement of ... 3
- Humphries, Dr. Frederick, President, Florida Agricultural and Mechanical University, Tallahassee, FL, prepared statement of ... 26
- Jackson, Dr. Edison, President, Medgar Evers College, Brooklyn, NY, prepared statement of ... 71
- Knox, George, Vice President of Public Affairs, Philip Morris Companies, Inc., New York, NY, prepared statement of ... 106
- McClure, Dr. Wesley C., President, Virginia State University, Petersburg, VA, prepared statement of ... 158
- Richmond, Tyronza, President, North Carolina Central University, Durham, NC, prepared statement of ... 117
- Satcher, Dr. David, Meharry Medical School, prepared statement of ... 187
- Sudarkasa, Dr. Niara, Lincoln University, Lincoln, PA, prepared statement of ... 206
- Walker, Dr. Charles A., Chancellor, University of Arkansas, Pine Bluff, AR, prepared statement of ... 128

# HEARING ON ISSUES AND MATTERS PERTAINING TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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MONDAY, DECEMBER 10, 1990

House of Representatives,
Committee on Education and Labor,
*Washington, DC.*

The committee met, pursuant to call, at 9:30 a.m., in Room 2175, Rayburn House Office Building, Hon. Augustus F. Hawkins [Chairman] presiding.

Members present: Representatives Hawkins, Kildee, Owens, Hayes, Petri and Gunderson.

Also present: Representative Gray.

Staff present: John Smith, counsel; Brian Gee, staff assistant; and Beth Buehlmann, minority education coordinator.

Chairman **Hawkins**. The hearing will come to order.

The Chair has a statement, and I will ask permission and unanimous consent that the statement be entered into the record in order to save time. Let me just read several paragraphs from it.

The hearing this morning is on issues and matters pertaining to black colleges and universities. The reason for the hearing, although it is late in the session, is to prepare for next year's reauthorization of the Higher Education Act.

It is the hope of the Chair that not only will traditional approaches be made at that time to solve some of the real troubling problems in this field, but that we also begin to look at innovative and creative ways in order to solve some of the problems.

But it is true that even without the benefit of considerable resources granted to the majority of the higher education institutions by the Federal Government, by State and local governments and by the private sector, that black colleges and universities still will graduate as they have done, the largest proportion of the Nation's black college graduates, thus reaching their educational purpose while outstripping their meager resources.

One writer has said that if it were not for the existence of black universities and colleges, it would be necessary at this time to create them. As the Nation has grown, black colleges and universities have struggled to meet the growth. Along with their more prosperous peer institutions, black colleges have continued to make substantive contributions to the national interests and the goals of the Nation's education system.

Still, a major question concerning the survival of Historically Black Colleges and Universities is how can the Nation continue to support the role—their role, which as I have stated, matriculate, and graduate the largest number of the Nation's black college graduates.

We look forward to today's testimony to provide this committee with some of the answers the committee will need in its deliberations concerning the reauthorization of the Higher Education Act of 1965.

May the Chair just add one personal note.

It was the pleasure of the Chair to be involved in this important issue for the past several years, and while I will be leaving the committee at the end of the year, it is certainly our hope that the committee will still have able leadership on it, and I am confident it will, to continue to work.

I am very pleased that Mr. Owens, who is not here this morning, but who is on his way, has made a very strong commitment, as has Mr. Hayes of Illinois, to my left, who has also taken strong leadership in this field.

So the committee will not be without leadership. The incoming Chair of the committee is certainly one who is conversant with the problems, and I am confident will provide leadership as well.

We also have other Members who are not on the committee who have demonstrated greater leadership in this field, and the first witness, I am pleased to say, is Mr. William Gray, who has not only a bill which he has introduced and which we discussed near the end of the session a few weeks ago, we hope that he will give us some idea as to what his intent will be in this particular field, and I am confident that he will provide the leadership, too, that is certainly needed.

So without any further explanation from the Chair, Mr. Hayes, do you desire to make a statement at this point?

[The prepared statement of Hon. Augustus F. Hawkins follows:]

**Remarks of Chairman Augustus F. Hawkins**
**Committee on Education and Labor**
**Hearing on Monday, December 10, 1990**
**on the Reauthorization of the Higher Education Act**
**as Pertains to Black Colleges and Universities**

Throughout its history this nation has encouraged and promoted the stable growth of its college and university systems. Such progressive thinking has had, and continues to have, an enormous impact on this society's capacity to meet the ever expanding educational needs of its citizens.

An important part of this national wisdom was embodied in the Congressional passage of the Morrill Act of 1862, which authorized Federal land-grant funds for higher education. The first Black College to receive such funds (in 1872) was Mississippi's Alcorn College, now Alcorn State University. In subsequent legislation, Morrill Act funds were mandated to be distributed on a "just and equitable basis". This 1890 provision, requiring the equitable distribution of Federal land-grant funds to higher education, eventually resulted in the establishment of 17 southern schools, known as "Negro land-grant colleges."

As important as the Morrill Act was, however, it did not come close to addressing the problems facing most of the Black postsecondary institutions, many of which were founded in the period from 1865-1873 to help educate Black Americans who were newly freed slaves.

Even without the receipt of considerable and comparable resources granted to the majority of the higher education institutions by the Federal government, by state and local governments, and by the private sector - Black colleges still graduate the largest proportion of the nation's Black college graduates, thus achieving their educational purpose, while far outstripping their meager resources.

As the nation has grown, Black colleges and universities also have struggled to meet that growth. Along with their more prosperous peer institutions, Black colleges have continued to make substantive contributions to the national interest and the goals of the nation's education system.

Still, a major question concerning the survival of Historically Black colleges and Universities (HBCUs) is - how can the nation continue to support the role of the HBCUs which, as I have stated, matriculate, educate and graduate the largest proportion of the Nation's Black College graduates.

We look forward to today's testimony to provide this Committee with some of the answers the Committee will need in its deliberations concerning the reauthorization of the Higher Education Act of 1965.

It is my belief that Congress should reaffirm its moral and social commitment to equality of opportunity by incorporating some needed changes in the Act to assure that higher education institutions serving disproportionate numbers of Black and poor college students are provided adequate and long-term support.

A properly structured, reauthorized Higher Education Act will play a major role in expanding the growth and ability of these institutions to sustain the fundamental principles of access, equality, and opportunity in the higher education community.

Mr. **Hayes**. I just must say, Mr. Chairman, I am just too glad to come back to Washington and join with you, not only to deal with the issue that confronts our black colleges and universities, but to participate in what undoubtedly is going to be the last official function with you before you regretfully retire from this great body.

Because your contributions are a legend in itself, I just wanted to be with you this morning to deal with this subject matter. Because your interest and concern in education and labor is one that will be missed, while we can't fill your shoes, we will do the best we can to make sure we continue the kind of activity and the kind of approach that you took to these two important matters.

Thank you very much.

Chairman **Hawkins**. Thank you.

Mr. Owens, I didn't recognize that you had arrived already. I was making remarks pertaining to you. Do you care to make a statement at this point?

Mr. **Owens**. Yes, Mr. Chairman.

I also want to express my appreciation for your calling this hearing. I think it is very significant at this time.

We are about to re-authorize the Higher Education Assistance Act, one of the most important functions and missions of this Education and Labor Committee.

And I hope that all of the participants understand that this is a period now to move and move aggressively to express your concerns and express your proposals as remedies for certain kinds of problems that we face.

I am very concerned about the fact that in the Middle East, not only do we have almost 30 percent minority representation on the front lines as a result of a volunteer army process, but we are told that we can't complain because there are small numbers of minorities over there as compared to Vietnam. They weren't drafted. They are volunteers.

But we know that young people volunteer because they can't get employment, and large numbers are there because they couldn't get employment anywhere else and they volunteered for the army. There are also a large number of officers who are minorities who went through the academies and went through ROTC. I hope that in the consideration of the Higher Education Assistance Act, of the reauthorization of that act, we will look to the kind of education provided in our military academies and provided through the ROTC, the kind of opportunities that are there, and concern ourselves with matching those opportunities for youngsters who don't necessarily want to enroll in the military.

Why can't we have the same kind of benefits, the same kind of stipends, the same kinds of situations set up for people who don't necessarily want to go into the military, but are willing to make the same kind of commitment of service after they graduate in the domestic area that other people who go through the ROTC and military academies must make in the case of the military.

That is one of my concerns that I throw out as a broad, overriding concern that I would like all of the panelists to think about when we hear from them on it.

But I would like to proceed, and I would have quite a number of questions and comments as we proceed.

Thank you very much, Mr. Chairman, for this opportunity.

Chairman **Hawkins**. Thank you, Mr. Owens.

The first witness this morning is Congressman William Gray, Majority Whip, U.S. House of Representatives.

Bill, we are very delighted to have you appear before the committee as our first witness. We look forward to your testimony.

## STATEMENT OF THE HON. WILLIAM GRAY, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF PENNSYLVANIA

Mr. **Gray**. Thank you, Mr. Chairman.

Good morning to you and to the distinguished colleagues of this important committee and subcommittee, Mr. Owens, and also Mr. Hayes.

First, I want to congratulate you, Mr. Chairman, on the long and distinguished career in public service, including 28 years as a Member of this House and six years as the Chairman of this most significant committee, the Education and Labor Committee.

During that time, Mr. Chairman, you have been a leader on issues of importance to all Americans, and a champion, especially, of the concerns of the economically and socially disadvantaged.

This hearing on the needs of the Nation's Historically Black Colleges and Universities is evidence, once again, of that leadership, and I appreciate the opportunity to appear before this distinguished panel.

All of us know the vital role that HBCUs play in creating opportunity and access to the economic mainstream. I would like to use my time to address the growing need for expanding and improving facilities at these schools.

Given the lack of public and private sector support for construction and renovation, HBCUs are experiencing a deterioration of facilities that now threaten their capacity to continue to provide quality education for our next generation of leaders.

Investing in our educational infrastructure is a national imperative. For African-Americans and other minorities, it is particularly important to make certain that reinvestment extends to HBCUs. Although HBCUs constitute only three percent of all institutions of higher learning in America, they educate almost 40 percent of all African-American college graduates.

Furthermore, it is estimated that 75 percent of all African-American Ph.D.s, 46 percent of all business executives from the African-American community, 50 percent of African-American engineers, 80 percent of African-American Federal judges and 85 percent of all African-American doctors received their undergraduate or graduate program degrees from HBCUs.

Unfortunately, a constant lack of sufficient resources has forced HBCUs to use available funds for operating expenses rather than capital improvements. Due to their small size, relatively high percentage of disadvantaged students and other economic factors, HBCUs typically lack the ability to obtain credit as a way of financing needed improvements.

Notwithstanding this fact, HBCUs, like all colleges and universities, must build and rehabilitate classroom facilities, laboratories, libraries and dormitories to continue their vital education mission.

Without state of the art facilities, it will become increasingly difficult to offer future scientists, engineers, and others with the kind of high quality work and academic experiences that will enable them to assume leadership roles.

The ability of HBCUs to meet the challenges of the future will require a commitment, I believe, of Federal resources, and it is in our national interests to provide those resources. This is especially true for private HBCUs which receive little, if any, State funding. A recent survey estimates that the highest priority construction and renovation needs of private HBCUs alone exceed $450 million.

Mr. Chairman, I would like to commend you and others for responding to that need during the 101st Congress by sponsoring the Qualified Higher Education Organization Capital Financing Act, along with the rest of our colleagues in the Congressional Black Caucus.

I was happy to support this legislation, which set up a revolving loan fund program to help finance capital improvements at HBCU. As my colleagues are aware, the Qualified Higher Education Organization Capital Financing Act would have allowed HBCUs to raise funds in the bond market by providing them with the backing of a Federal guarantee for up to $500 million in outstanding debt. The bond proceeds would have been used to make loans to HBCUs for capital improvements.

The legislation included several safeguard provisions, most importance of which was a requirement of a reserve fund from which timely payments would have been made on bonds, if any institutions was delinquent in repaying its loan.

This and other provisions would have significantly limited the Federal Government's financial risk.

As my colleagues are aware, this legislation was included in the fiscal year 1991 budget reconciliation package, thanks to the leadership of the distinguished chairman of the committee.

The provision, however, was deleted before final passage, but the need it was meant to address has not gone away, nor will it go away, and thus, there is a need to address this in the 102nd Congress.

The upcoming higher education reauthorization presents an ideal opportunity to re-examine this legislation sponsored by the gentleman from California, myself and others, and I can think of no more fitting tribute to the long and distinguished career of the Chairman himself, to see an initiative like this passed into law in the 102nd Congress.

With the support of my colleagues, I intend to make it one of my personal priorities during the 102nd Congress.

In conclusion, let me say that the needs of HBCUs are certainly not limited to improving their facilities. However, this issue is one of utmost importance, because the quality of the institutions' infrastructure is inherent to its quality of education.

Ultimately, improving the facilities at both private and public HBCUs will play an invaluable role in expanding this Nation's leadership by preparing African-Americans, and other socially and economically disadvantaged teachers, scientists, doctors and lawyers, to continue to assume the increasingly vital roles they will be called upon to play in the next century. And my friends and colleagues, this is so true when you look at the world stage.

If America is to be economically competitive in the 21st century, we must make the necessary investments in our human infrastructure now, so that we can compete with the new Goliaths rising out of Europe and the Pacific Rim.

And it seems to me, when you look at the demographics, what they show is that in the 21st century, 80 percent of the work force of America will be composed of women, minorities, and new immigrants.

We need to make the investment now if we are to be economically competitive in the 21st century. And there is no better way we could do that than to invest in the historically black colleges and universities that have a history of providing excellent education for minorities and those who have been labeled socially, economically disadvantaged.

Thank you, and your colleagues for the opportunity to share my views on this issue of utmost importance to the vitality of the historically black colleges and universities, and to this great Nation of ours.

Thank you very much.

[The prepared statement of Hon. William Gray follows:]

# STATEMENT OF THE HONORABLE WILLIAM H. GRAY, III
# REGARDING HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
# HEARING OF THE COMMITTEE ON EDUCATION AND LABOR
# U.S. HOUSE OF REPRESENTATIVES
# DECEMBER 10, 1990

Good Morning Mr. Chairman, and my distinguished colleagues. First, I want to congratulate the Gentleman from California on a long and distinguished career in public service, including 28 years as a Member of Congress and six years as the Chairman of the Education and Labor Committee. During that time, Mr. Chairman, you have been a leader on issues of importance to all Americans and a champion, especially, of the concerns of the economically and socially disadvantaged. This hearing on the needs of our nation's Historically Black Colleges and Universities (HBCUs) is evidence of your leadership, and I appreciate the opportunity to appear before this distinguished panel.

All of us know the vital role that HBCUs play in creating opportunity and access to the economic mainstream. I would like to use my time to address the growing need for expanding and improving facilities at these schools. Given the lack of public and private sector support for construction and renovation, HBCUs are experiencing a deterioration of facilities that now threatens their capacity to continue to provide quality education for our next generation of leaders.

Reinvesting in our educational infrastructure is a national imperative. For African Americans and other minorities, it is particularly important to make certain that reinvestment extends to HBCUs. Although HBCUs constitute only 3% of all institutions of higher learning, they educate almost 40% of all African American graduates. Furthermore, it is estimated that 75% of all African American Ph.D.s, 46% of all African American business executives, 50% of all African American engineers, 80% of all African American federal judges, and 85% of all African American doctors received their undergraduate or graduate degrees from an HBCU.

Unfortunately, a constant lack of sufficient resources has forced HBCUs to use available funds for operating expenses rather than capital improvements. Due to their small size, relatively high percentage of disadvantaged students, and other economic factors, HBCUs typically lack the ability to obtain credit as a way of financing needed improvements.

Notwithstanding this fact, HBCUs, like all colleges and universities, must build and rehabilitate classroom facilities, laboratories, libraries and dormitories to continue their vital educational mission. Without state of the art facilities, it will become increasingly difficult to offer future scientists,engineers and others the kind of high quality work and academic experiences that will enable them to assume leadership roles. The ability of HBCUs to meet the challenges of the future will require a commitment of federal resources.

This is especially true for private HBCUs which receive little if any state funding. A recent survey estimates that the highest priority construction and renovation needs of private HBCUs alone exceed $450 million.

Mr. Chairman, I want to commend you and others for responding to that need during the 101st Congress by sponsoring the Qualified Higher Education Organization Capital Financing Act. Along with the rest of our colleagues in the Congressional Black Caucus, I was happy to support this legislation which set up a revolving loan fund program to help finance capital improvements at HBCUs.

As my colleagues are aware, the Qualified Higher Education Organization Capital Financing Act would have allowed HBCUs to raise funds in the bond market by providing them with the backing of a federal guarantee for up to $500 million in outstanding debt. The bond proceeds would have been used to make loans to HBCUs for capital improvements. The legislation included several safeguard provisions, most important of which was the requirement of a reserve fund from which timely payments would have been made on bonds if any institution was delinquent in repaying its loan. This and other provisions would have significantly limited the federal government's financial risk.

As my colleagues are aware, this legislation was included in the FY91 Budget Reconciliation package, thanks to the leadership of the distinguished Chairman of this committee. The provision was deleted before final passage, but the need it was meant to address has not gone away, nor will it go away.

The upcoming Higher Education Reauthorization presents an ideal opportunity to re-examine this legislation sponsored by the Gentleman from California, myself and others. And I can think of no more fitting tribute to your long and distinguished career, Mr. Chairman, than to see your initiative adopted by the 102nd Congress. With the support of my colleagues, I intend to make it one of my personal priorities.

In conclusion, let me say that the needs of HBCUs are certainly not limited to improving their facilities, however, this issue is one of utmost importance because the quality of an institution's infrastructure is inherent to its quality of education. Ultimately, improving the facilities at both private and public HBCUs will play an invaluable role in expanding this nation's leadership abilities by preparing African American, and other socially and economically disadvantaged teachers, scientists, doctors and lawyers to continue to assume the increasingly vital roles they will be called upon to play in the next century.

This is so true when you look at the world stage today. If America is to be competitive in the 21st Century, we must reinvest in our human infrastructure. That includes educating our youth. Next century 80% of all new entrants into the labor force will be women, minorities, and immigrants. If we don't better educate these groups that have traditionally been left out of the mainstream, American will lose in tomorrow's global marketplace. Historically Black Colleges and Universities have a vital role to play in this mission.

Thank you Mr. Chairman, for the opportunity to share my views on this issue of utmost importance to the vitality of HBCUs and our nation.

Chairman **Hawkins**. Thank you, Mr. Gray, I am very well acquainted with your proposal on the Capital Financing Act, and I commend you on its introduction. I am a little concerned about one thing.

I think you dealt with it in your statement. That is it applies only to the private four-year, not-for-profit colleges and universities. I would assume that the need is rather great across the board, and I would assume the only reason that apply it to those is in order to reduce the cost of the proposal.

Am I correct?

Mr. **Gray**. That is essentially correct, Mr. Chairman, but I think that in the 102nd Congress that we ought to look at the broad perspective as well. The private institutions do not have state sources of funding, which often can help to cover the operating costs and thus, their fund raising efforts are directed primarily for capital programs.

The private HBCUs do not have the operating costs assistance as well as the capital assistance, so therefore there is a bigger crunch.

However, I think one of the things this committee could do as we look at the reauthorization of the Higher Education Act and look at the problems of historically black colleges and universities, both private and public, is to look at how the original proposal that I made might, perhaps, be modified in such a way as to address the concerns of both private as well as public colleges, particularly since we are not talking about something that should increase the deficit, since it is a guaranteed loan program that is scheduled for repayment.

Chairman **Hawkins**. Do you think my long tenure on this body I hear the same arguments that do not apply to you, obviously, but the same arguments that were made 20, 25 years ago that somehow we can't afford it. And we have been postponing the problem, delaying it and making it even worse, because we never got around to actually financing it.

If we had started, or had continued as we had during the 1960s, during the Lyndon Johnson Administration, in giving education the top priority that it deserves, we probably wouldn't have the huge deficits we have today.

I would hope that in the 102nd Congress, that some modification be made in the manner in which we adjust our priorities, because it is obvious that, as you well know, having been Chairman of the Budget Committee, that we aren't just not going to reduce deficits if we continue in the current way.

So as a matter of fact, one of the priorities in the national interest certainly is in educating everyone in our society. I recall that at the end of World War II we did appropriate some $7 billion to encourage veterans to go into the post secondary institutions, and according to the Joint Economic Committee, that investment, we made a profit, as a matter of fact, it was 10 to 1, so that the initial investment of the $7 billion which sounds tremendously big, and obviously would sound big in the 102nd Session of Congress, even if we got $2 or $3 billion, there would be those who say you can't do it.

But at the end of World War II, we did make this investment, and the return better than 10 to 1, and that and the increased revenues of those who were educated in the post secondary institutions paid off, and actually the investment didn't cost us anything, because it was returned.

I would think that now is the time to begin to adjust the thinking of the Congress and states and local governments to the idea that again we have got to make that investment at a time when we are asking individuals to sacrifice possibly their lives in order to do it.

I am also aware of the fact that recent reports from the Department of Labor indicate that we don't have the technicians, we don't have the scientists and the other skills in order to compete. So we are losing out on several fronts.

There is also a tremendous need for teachers. We don't even—we talk about national goals and we don't have the teachers to even teach. Minority teachers have actually been reduced from about 10 percent down to 5 percent and the trend continues.

I would think that helping historically black colleges and universities would be one of the ways, tangible ways that we would get the teachers in order to teach and in order to achieve the economic goals, as well that the President and the governors say we need.

Do you believe that we may be able to change the mood in Congress from the ugly one that we have now to a more—I don't want to paraphrase the President, but to a more constructive mood, let say?

Mr. Gray. I would simply say, Mr. Chairman, as you well know, being the expert on the economy that you are, and the prime author of Hawkins-Humphrey, which is a part of our whole budget and economic process here in the Congress, that if America is to compete, if America is to grow economically, we must make certain investments, and the first and foremost is in education, and if we don't do that, we are not going to have a skilled work force that will be able to compete with those countries that are now our major economic competitors.

We have a Unified Germany. West Germany has a highly skilled work force. I suspect that in the very short period of time, East Germany work forces will be brought up to that same level of productivity and literacy.

The Japanese have a highly skilled, literate work force. If we are to compete, and there are going to be more of these countries rising up, Korea, other European counties that have tremendous dynamism, and part of it comes from the skills of their people and the high literacy rate, and it seems to me that the most important investment we can make, if we want to grow and to have long-term economic growth, as well as opportunity, is in education.

Therefore, I know I speak on behalf of the leadership of of the House, the Speaker and the Majority Leader, that education investment will be a top priority item as we look at the priorities, even under the five-year budget agreement.

The five-year budget agreement simply set ceilings for various categories, large categories, such as defense, foreign assistance, and domestic. But under those ceilings, you must make choices, and one of the things that we believe has to have high priority is the choice of investing in education, because that is going to be the fuel that drives the engine of the economic opportunity in the future.

And I believe that proposals like the one that I am suggesting is a way that we can make a major contribution to those institutions that are expert at taking the persons at the bottom, the economically, socially disadvantaged, and giving them the necessary skills to make a vital contribution, and under the methodology that I am proposing, Mr. Chairman and colleagues, you are not talking about adding to the deficit.

So the whole question of deficit politics and policy, does not come to play here. And it seems to me that this type of investment program would aid those historically black colleges to improve their facilities and thus resources that would come out of operating, major operating accounts, would be able to stay in those accounts and they would deal with the facility and the fiscal infrastructure through our proposal.

My viewpoint is that in the next Congress I think you are going to see a significant demand on the part of at least the leadership of the House and the majority of this House to significantly invest in education.

We can't talk about a kinder and gentler America with points of light unless you are willing to provide the batteries, and one of those batteries has to be education, investment in education.

And the long-term benefits from such investment is absolutely tremendous for this country, and for our social fabric as well.

People who have opportunity don't turn to anti-social behavior, which costs the society. So we have two by-products of investing in education. First, an economically strengthened America, and second, an America that has reduced social costs because of economic opportunity.

So I do believe that in the 102nd Congress, Mr. Chairman, there will be a renewed effort in the 1990s. But I think we even see those efforts in the private sector pointing to the fact that there has got to be more investment in education at all levels.

Private studies by corporate chieftains are now calling for more investment, because they understand that they cannot compete, they cannot grow in the marketplace, if they don't have a skilled literate work forced and that is why it is so important.

Chairman HAWKINS. Thank you.

It certainly is comforting to some of us to know that you are in the leadership, Mr. Gray.

Thank you.

Mr. Owens?

Mr. OWENS. I have no questions.

I just want to thank our distinguished Democratic Whip and Majority Leader for his commitment and congratulate him on the vision that he has shown in attaching himself to this particular item as a priority.

We certainly look forward to working with you. I know that we cannot fail under your leadership.

Mr. GRAY. Thank you.

Chairman HAWKINS. Mr. Hayes?

Mr. HAYES. I just wanted to add my vote of thanks to my colleague and leader. I am glad you are here, Bill.

I can't honestly say I share your feelings of optimism about being able to turn this thing around, because in some areas it will have to be almost 180 degree turn to begin to make education of the economically disadvantaged one of our top priorities.

Over and beyond the black colleges, the opportunities for African-Americans to get an education in institutions of higher learning is decreasing, because of the increases in tuition; it is almost virtually impossible. Then the rise of racism on some of these campuses, even in high school it is beginning to show its ugly head, creates a great problem. I do hope that this upcoming 102nd Congress does, under your leadership, focus its attention in this direction.

Because there are a lot of people out there who currently have degrees, and we couldn't even pass a civil rights bill that might help them to affirmatively find employment in the area to which they are educated and trained.

So we got a lot of work to do, and I look forward—I am glad you are there.

Thank you.

Mr. GRAY. Let me just say to my colleagues, Mr. Hayes, we do have a lot of work to do, and I don't want to sound like "Alice in Wonderland," but I do believe the Nation is beginning to understand the importance of this issue. I think we are at the position where instead of holding funding constant, which is basically what we have been doing for these educational programs for the last four years, they were savaged in 1981 through 1985, beginning in the 1986 fiscal year we began to hold the line.

Some growth in a few things, but not enough to cover inflation. I think the country is poised now for us to move in a different direction, and I am hopeful. I would say to my colleagues, because many are beginning to understand that an investment in education, a dollar invested in education, is not some kind of social welfare dollar, which many people like to criticize. But it is really an investment in economic growth.

I think that is why you are beginning to see those in the private sector now call for higher funding, new innovative approaches for investment in education. Although the Administration hasn't caught up with that idea yet, I think Congress is prepared in the 102nd Congress to launch forward.

It is not going to be easy. We are not going to solve it in one session. We may have to take the entire decade of 1990s to rebuild from where we have been in the decade of the 1980s with these very repressive, regressive policies that have put us at a competitive economic disadvantage. Secondly, when people talk about the issue of race, and to those who always are worried about this code word, quotas, and want to take advantage of fear and division in the American people by using code words such as quotas, I would challenge them to stop dividing this country, to stop running adds that are inaccurate describing legislation like the 1990 Civil Rights Act, but begin to address the fundamental problem.

And that is, invest in these young people from Chicago, from New York, from California, from Pennsylvania. Give them the opportunity to get an education at some of these schools, the Florida A&M's, the Morehouse's, the Hampton's and Wiley's and all of the others, and then they will have the tools to compete, and then you won't have to worry about ever using the word quota, because you will have invested.

But the problem we have is that many people are using this as a political racial code word. On the one hand they talk about quotas, but on the other hand, they will not support equal opportunity and investment in the education of the economically socially disadvantaged, and that reveals the raw cynicisms of what they are doing.

And it seems to me that those forces, and I challenge them if they really are concerned about leveling the playing field so everybody has an equal launch pad, let's start investing in education.

Start down at the beginning, at those pre-school programs, those elementary programs, those secondary programs, and then invest in these institutions that have shown a tremendous ability to take the raw material from the bottom and shape them into the doctors, lawyers, judges, political leaders, and teachers for tomorrow.

Mr. **Hayes**. Two thousand dollars is economically disadvantaged to become a part of the reserves. That is not the way you talk about it.

Mr. **Gray**. I am not talking about that. I am talking about starting with investment down at the very bottom. And if you did that with those pre-school programs, kept that investment up, all the way through, and even looking at what Congressman Owens said about the proposal of a stipend of some small kind for those who come from such poor background that the ability to stay there is very limited, even if they do have grants and student loans, et cetera. That is the way you do it.

So I would challenge those who are always talking about using the racially charged code words of "quota," join us in making a real investment in education, all the way across the board. And then you could produce perhaps a society where there would be equal opportunity because of higher educational investment and thus the field would be leveled.

Mr. **Hayes**. It worked out well for Senator Helms.

Mr. **Gray**. Well, it is most unfortunate in my viewpoint, what happened, not because I am a Democrat, I would have loved to have seen the Democrat win, but I am more disturbed about how that race was conducted.

It is a striking pattern that is becoming more prevalent, not just in North Carolina, in Alabama, Governor Hunts' race, in my own state we saw it across the state in state house races, the same kind of playing to the fathers of people.

And let me tell you something. There is going to be a terrible price to pay. There may be temporary political gain for individuals or groups of individuals.

But there is going to be a terrible price to play in the long term for this Nation if we don't stop that.

Mr. **Hayes**. Thank you, Mr. Chairman.

Chairman **Hawkins**. Mr. Gunderson?

Mr. **Gunderson**. Thank you, Mr. Chairman.

I apologize for being late, but I do want to take the opportunity to get some input from our distinguished Majority Whip in a couple of areas.

Number one is, as we look at the higher education authorization next year, I mean I think our biggest challenge is meeting the demands that are out there for students, low and middle income students within the context of our budget. Any creative ideas of how within that context we might better serve these particular populations?

Mr. **Gray**. Well, to my colleague who just arrived, I would say I testified in favor of an appropriation which I think is one of the ways that we can begin to address that problem, and that is to institute a loan program for historically black colleges and universities which would allow them to deal with the deteriorating physical facilities that they face under what I call the Qualified Higher Education Organizational Capital Financing Act, which would be government guarantees, and they would pay the money back.

And so, thus, in my viewpoint, this does not get caught up in the deficit politics that have driven this place, and many of these schools, such as the historical black colleges are taking, operating money and trying to maintain capital. While they may have operating, they don't have the kinds of access to resources, such as large endowments of major universities or major colleges, that they could apply to improving their science labs or their physical facilities.

And so one of the things that I hope that this Congress would consider bipartisanly, and by the way, I should announce that the distinguished Minority Whip of the House was the cosponsor of this provision in the last Congress. Mr. Gingrich and I sponsored the Qualified Higher Education Capital Financing Act as one way to do that.

Secondly, I believe that we ought to make a greater investment in real terms, not only with the historically black colleges and universities, but with those programs that reach out to the economically and socially disadvantaged in all of our communities.

Now, I know we have a myth of who those people are. We tend to think of them only as African-Americans, or maybe Hispanics, but in a real sense, if you look at where Pell Grants are going, they also provide a tremendous doorway of opportunity for other Americans who come from rural areas and who are poor, and so it seems to me one of the things that we need to do, Mr. Gunderson, is understand that if this country is to be economically competitive, I am not talking about social welfare, I am talking about an investment in our economic competitiveness for the next century. All of the demographics show that 80 percent of the work force will come from basically three groups in the next century: women, minorities and new immigrants. How do we classify them now? Primarily as economically and socially disadvantaged.

If we don't start making that investment now, how do we compete with a united Germany? How do we compete with a more united Europe after 1992 in the Common Market? How do we compete with our Asian competitors that are producing new giants every day, who are tremendously productive and extremely literate?

We have got to make those kind investments, not only in historical black colleges, but I would also say across the board in providing opportunities, and I would go beyond the Higher Education Act. We also have to make those investments down at the bottom, at the entrance as well as the exit.

Mr. **Gunderson**. We have a particular problem in the University of Wisconsin system regarding minorities. The President to his credit has embarked on a major program, I would call it quotas, I would certainly call it goals, however, to increase the numbers of minorities attending the University of Wisconsin system, and I would hope that the committee would bring someone like that in here, because the President will tell us that frankly we have failed, despite a number of outreach efforts, additional financial incentives and other measures, to increase the minority population within our university system. The students don't want to come to that system, and we got to figure out what the problem is there and perhaps next year there will be a way to do it.

I do have a final question. It is sort of a follow-up to what my good friend Charlie Hayes was talking to you about in regards to this whole issue of quotas, per se. I am as concerned as you are about what seems to be happening as our society becomes increasingly intolerant. But I am also concerned, I have to tell you, that if H.R. 1 becomes the civil rights bill of next session, I am not sure who is initiating the activity to make it a very partisan issue, and I think we have got to find a way, hopefully between now and January, where we can keep the rhetoric and the partisanship out of what ought to be a much higher level of debate.

I am not any happier about one party pursuing quotas than I am the other party pursuing partisan motives for the sake of solidifying a support among certain constituencies. And I don't know if you have any comments today on that. I share your concern that we are poisoning the atmosphere.

Mr. GRAY. I made some comments before you came in on that issue as a result of a statement by Mr. Hayes, and my essential point was that there may be temporary political benefits from playing on the politics of fear and using code words which may win temporary support for persons.

However, in the long term, that is going to have tremendously harmful effects for the good of this country as a whole, and I am very discouraged by what I see taking place around that issue, particularly when if you ask the vast majority of African-American leaders that I know. They are opposed to quotas. I am opposed to quotas. I don't want quotas, because quotas also act as a limit. A quota says you can only have ten of this. What happens if there are 15 who happen to be Hispanic, and they are qualified?

So quotas are not something that this African-American politician supports, not at all. And most that I know don't support quotas. However, what is being done is an image is being portrayed as if one group of Americans or maybe two or three groups of Americans are for quotas, and another group is not for quotas, and thus politically what happens is I will play to this group and therefore win votes. I think that is cynical. I think it is absolutely going to harm this country in the long term.

This Congress is not for quotas. However, I am for affirmative steps to provide opportunity, to remedy historical discrimination, and that does not involve quotas. And it seems to me that we do the debate of these issues great damage when we come up with these very simple code words and say, well, this is a quota bill.

I think that there will be those of us who support the 1990 civil rights bill again. I won't go on record on that, but I want to make it very clear that I will not cause it to be a racially divisive debate at all. Nobody in my party has ever announced that.

I don't know if it will be H.R. 1. It might be H.R. 5 or 6, but I think you are going to come back and see that issue brought up again. Because even though it was called the quota bill and all the polling data suggests that that was done to raise an image in white Americans' minds of black Americans primarily and maybe Hispanic-Americans trying to get an unfair disadvantage and not being qualified to get something.

The real fact of the matter is, Mr. Gunderson, is that the 1990 Civil Rights Act would have had the greatest impact on American women, not black women, not Hispanic women, but women. Because the issue that the courts dealt with, dealing with quotas wasn't included in the 1990 Civil Rights Act. That was the Richmond case which was a case about quotas.

So I would just simply say to you that I would hope that those people who want to level the playing field, the way you do it is invest in education. Forty percent of all blacks on a back yard level are at majority schools such as the one you mentioned, your university. Sixty percent are at these universities here, and that is after 30 years of integration effort.

Mr. **Gunderson**. Thank you, Mr. Chairman.

Chairman **Hawkins**. We are not debating the Civil Rights Act of 1991, so let us try to confine it to the subject matter. The Chair has been quite lenient.

Mr. Kildee?

Mr. **Kildee**. Thank you, Mr. Chairman. And, Mr. Whip, my friend bill, glad to have you here today before this committee.

In your discussion with Mr. Hayes about elections in the South, you know, I really I think that the Duke election and the Helms election really should cause this Nation the deepest concern. Not so much the results, although I can discuss that with you privately, but some of the techniques, the divisive techniques used in those campaigns. The divisiveness unfortunately has become a little more respectable in this country, and that is a very sad commentary, when divisiveness is let slide by without really enunciation by the media.

With respect to historically black colleges, Mr. Hawkins and I a few years ago traveled to Atlanta, and I have always supported the historically black colleges, but I left there even a greater advocate of that. We had a tremendous hearing down there.

I recall after the hearing we went over to the president's house at Morehouse College and had dinner there, and I recall one remark that the Chairman made. He referred to Atlanta as the Athens of black America. And in that room were gathered such an array of the intelligentsia and the cultural leaders of black America, as a matter of fact I was the only non-black at that luncheon except for the servants. I told Gus we had made some progress in that.

So it was really, the whole day was very enlightening. I came back here more committed. The historically black colleges do have a unique role in our total spectrum of education. I think Congress should recognize that unique role.

And I want to work with the committee and work with you to make sure that every American, regardless of race, creed, color, national origin or philosophy, is able to get him or herself educated to the best of their ability. And that is an investment in the human infrastructure of this country. And I think the role of the historical black colleges is a very important part of that.

Just in conclusion, you know, it is hard I guess to discuss anything without touching, as Mr. Gunderson did, H.R. 1, because I believe government's role is to promote, protect, defend, and enhance human dignity.

I try to examine every bill that comes before this House and I ask myself, will this promote human dignity, or will it denigrate human dignity? And I think that leaders in this country have an obligation, as you have, you carry that obligation out very well, to appeal to the best in people, rather than in the worst in people. To appeal to people's hopes, rather than people's fears. I think it is leaders like you and Gus Hawkins who have done that. And that is very, very important as we approach the closing of this century to make sure that we do appeal to the very best in people, and I thank you for your testimony this morning.

Mr. **Gray**. Thank you.

Chairman **Hawkins**. Mr. Petri?

No questions.

Thank you again, Mr. Gray.

Mr. **Gray**. Thank you, Mr. Chairman and members of the committee.

Chairman **Hawkins**. Before calling on the next panel, may I remind the members that we have a long agenda. We would like to expedite it. Many of the witnesses have come from long distances. We would like to reach them early in the day.

We will ask for a limitation of not more than 10 minutes; or less whenever possible. And the questions are to be limited so that we may get through the agenda as early as possible in the afternoon to accommodate our witnesses who have agreed to testify.

The first panel will consist of Dr. Robert Albright, president, Johnson C. Smith University, Charlotte, North Carolina; Dr. Frederick Humphries, president, Florida Agricultural and Mechanical University; Dr. Oswald Bronson, president, Bethune-Cookman College; and Dr. Edison Jackson, president, Medgar Evers College in Brooklyn, New York.

Gentlemen, we are very pleased to have you. We will call on you in the order in which we have announced the names. We will appreciate your confining yourselves to the highlights of your statements. All of the statements in their entirety will be entered in the record, and we hope that we will have the time to enter into some questions and answers from you in order to expedite the hearing, but more importantly, to highlight the issues that we need to address, that the Congress needs to address at the next session of Congress.

Dr. Albright, we will listen to you first.

## STATEMENTS OF DR. ROBERT ALBRIGHT, PRESIDENT, JOHNSON C. SMITH UNIVERSITY, CHARLOTTE, NORTH CAROLINA; DR. FREDERICK HUMPHRIES, PRESIDENT, FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY, TALLAHASSEE, FLORIDA; DR. OSWALD BRONSON, PRESIDENT, BETHUNE-COOKMAN COLLEGE, DAYTONA BEACH, FLORIDA; AND DR. EDISON JACKSON, PRESIDENT, MEDGAR EVERS COLLEGE, BROOKLYN, NEW YORK

Mr. HUMPHRIES. I am going to start it off, Representative Hawkins. I am Frederick Humphries from Florida Agricultural and Mechanical University.

Chairman HAWKINS. Fine.

Mr. HUMPHRIES. Representative Hawkins, I am pleased to be here to represent Florida Agricultural and Mechanical University as its president, as you reopen the hearings for the reauthorization of the Higher Education Act and particularly those parts of the Higher Education Act which affect the historical black colleges and universities of a group of institutions which you have worked to support.

I want to express the appreciation of all the members of the National Association for Equal Opportunity and Higher Education for all that you have done to aid the continual development of the historical black colleges and universities, and the qualitative improvements in education of African-Americans in this country. We are grateful, and America is grateful to you, sir, for your efforts and your contributions to the education of the historical black colleges and universities.

What I would like to do is to do a brief history. Black people were brought to this country in 1619, and from 1619 to 1854, there were only 29 black Americans, over 250 years, only 29 black Americans managed to get a B.S. in America. And from the period of 1850 to the 1900s, all of the institutions of higher education in this country only managed to grant bachelor's degrees, and in the next 50-year period, 1000 of bachelor degrees, and in the 1900s, when you look at when those bachelor degrees came, 95 percent of those bachelor degrees came from the historical black colleges which were largely found from 1854 to 1865, into the 1870s and the 1880s.

It was written in souls of black folk that one of the most wonderful peacetime miracles ever to appear in this Nation and the planet earth was that to take a people coming out of slavery in 1863 with the Emancipation Proclamation, this Nation had four million slaves, 500,000 freed men, 1863, five million black people freed, essentially illiterate, can't read, can't write, can't do arithmetic.

From the period of 1865 to 1935, for the first time in this Nation, black people were judged to be literate, that is able to read, write and do arithmetic at a level that this Nation considered to be literate, and that there is no people on the face of this earth that can ever match that in terms of human achievement. That, in the short period of 70 years, a people come out of slavery, illiterate and judged to be literate 70 years later, and miracle workers were the historical black colleges and universities that we are here talking about today.

This Nation is a freer Nation today because in 1953, 1954, and the 1950s and the 1960s, the young black men and women in the black colleges of America started student demonstrations and sit-ins that brought this Nation to the realization of its full principles of constitutionality, of parity and equality, and so this burst of freedom that we have today comes from those student bodies in the South, the North Carolinas, the South Carolina states where students marched and sat in to achieve and start this Nation to treat everybody with equality and parity coming from that.

And even today as we sit here, in a Nation that is dedicated to desegregation and looking at the problems of education, still when you look at the critical shortages that we face as a Nation in the scientific and technical disciplines, in teacher education, in my state, where nine state universities, 165,000 students in that system, the only place that has produced the black physicist in the last 20 years is Florida A&M, a university. The contributions of all our proportion to the number and the support received are in this Nation.

If historical black colleges and universities were of another yolk, another complexion, I would dare say that according to a writer, that today we would have erected monuments in this city that people would genuflect to as they moved by in recognition of the contributions made by these institutions.

The recommendations that I would like to make and have considered by this committee related to the continual development of historical black colleges are the following. We look upon the reauthorization, and it should be noted that the Title III, part B in section 326 have been extremely important programs for the continued development of the historical black colleges and universities.

At my institution, Florida A&M University where Bill Gray grew up as a young boy, his father was president there, we have used these funds to strengthen our teacher education program, to establish a retention program for the university, to strengthen the academic programs in agriculture and chemistry, to establish an office, to improve the number of black students going on to graduate school, and to establish a major program of academic support for our engineering program.

We are one of the fastest-growing institutions in America. We were 6,400 students in 1988, 7400 students in 1989, and 8400 students in 1990. We expect to be over 9,000 students in 1991.

Part of that growth is largely due to the institutional support derived from the Title III program, part B program. It is our recommendation that this program be supported, and continue to increase the funding in part B of that program. It is a most useful and flexible program for the support of the historical black colleges and universities. This program must be contingent, and it must continue to grow in the number of dollars appropriated to it for our continued growth in the universities.

In Section 326, we are recommending that five new schools be added to the specific language, because they represent among the historical black colleges and universities those institutions which produce the black lawyers and advanced degrees in the pharmaceutical area, in the pharmacy area, and these programs need to be strengthened and enhanced as has been done with the other professional schools in the Section 326 of the program.

We are fully recommending that Section 326 have an additional part recommended for the graduate schools that offer Ph.D. degrees. As it stands now, there is very little support or no support for those institutions of higher education among our sector to receive support to strengthen and encourage research and to enhance those institutions that are now producing Ph.D. and we need that to be strengthened, and it would have a great help in our institution.

Just as the only three institutions in our sector of higher education that produces medical doctors and physicians, Morehouse Medical, Meharry Medical College and the school in California, and the only school of veterinary medicine is that of Tuskegee Institute, and in addition to Howard, the comprehensive college, we are very concerned that those schools not be hurt in the level of support that they are receiving. But North Carolina Central, Texas Southern University, Florida A&M University, its Ph.D. program and pharmacy, Xavier University, those schools must be added because they too are the sole source of the production of the health professions and lawyers in those activities.

One of the greatest challenges before the Nation is to increase the number of students in higher education, in math, science and engineering fields, and to graduate them in these fields.

As you deliberate the reauthorization of the Federal financial aid program, we recommend considering a policy that would forgive students guaranteed student loans. The present programs that are now for consideration, scholarships at the undergraduate level are being recommended. These scholarships will more than likely wind up in the hands of people who are middle class and upper-middle class in being the recipient of that.

We need to increase the number of kids from the disaffected sector to go into science and technology, and if we are to achieve that, it has got to be through the Federal financial aid program. So we are recommending a forgiveness program that would apply in that particular area.

In addition, we are the largest producers of bachelor degrees in this Nation. It is important that we now turn our energies to producing Ph.D.s. This Nation now is only producing about 800 black Ph.D.s per year. We have had retrogression. We dropped it by about 200.

The next great area of support and great contribution that we can make is by adding the capacity to produce Ph.D.s to the historical black colleges and an enhancement of our graduate programs. We are suggesting that contribution for a program to establish support for the development of graduate programs that will do it all, and there is ample precedence for this.

If you look back in the 1960s of the National Science, where the centers of excellence were established and huge sums of money were appropriated to predominantly white institutions to increase their strength in the offering and capability of producing science Ph.D.s in the Nation, they gave money for buildings, for faculty, and for student support and infrastructure development.

We are suggesting that kind of program also now be developed for the historical black colleges and universities, such that we can now in a more affirmative way get into the business of producing black Ph.D.s for this Nation, get in the business of producing Ph.D.s which this Nation needs so badly in those areas.

Thank you very, very much for this opportunity, and again, I would like to express my appreciation to you, sir, on behalf of all our colleges and institutions for the great support that you have given us during your tenure here in the Congress. We salute you for those activities. Thank you very, very much.

[The prepared statement of Dr. Frederick S. Humphries follows:]

# TESTIMONY

BY

FREDERICK S. HUMPHRIES, PRESIDENT
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA

ON

MONDAY, DECEMBER 10, 1990
AT THE
HOUSE COMMITTEE ON EDUCATION AND LABOR OVERSIGHT HEARING

ON

ISSUES AND MATTERS PERTAINING TO BLACK
COLLEGES AND UNIVERSITIES REGARDING
THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965

**National Association For Equal Opportunity In Higher Education**
NAFEO • Black Higher Education Center • Lovejoy Building • 400 12th Street, N.E.
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Good morning Chairman Hawkins and Members of the Committee on Education and Labor. I am Frederick S. Humphries, President of Florida A and M University in Tallahassee, Florida, an historically Black university from which I received my undergraduate degree in chemistry over three decades ago. In addition to representing Florida A&M University, I am also pleased to represent the National Association for Equal Opportunity in Higher Education (NAFEO), the membership association of 117 historically and predominantly Black colleges and universities, for which I serve as the Chairman of the Board of Directors and the Chairman of its Science and Technology Committee.

It is a distinct honor to participate in this oversight hearing which you initiated to identify Higher Education Act reauthorization issues and other issues that affect Black colleges and universities, a group of institutions which you have worked diligently and courageously to support. I want to express the appreciation of the entire membership of NAFEO for all that you have done to aid the continual development of Black colleges and universities and the improvements of the quality of education and life of African-Americans in this country. We are grateful, and America is grateful to you, Sir, for your efforts and your contributions to the educational and labor philosophies and practices of this nation, in general, and, specifically, to the advancement of Black colleges and universities.

Initially, I would like to give a brief history as a preface to my specific observations and recommendations. Black people were brought to this country in 1619 as slaves. By 1854, approximately

250 years later, only 29 Black Americans had managed to get a baccalaureate degree in America. From 1850 to the 1900s, all of the higher education institutions in America only managed to grant baccalaureate degrees to another 1195 Black Americans. Of great significance is the fact that 95% of 1195 degrees awarded during this 50 year period were awarded by historically Black colleges which were mostly established from 1854 to 1865 and into the 1870s and 1880s.

There were 4,000,000 slaves and 500,000 freed men in 1863 who were essentially illiterate -- unable to read, write, or do arithmetic. In The Souls of Black Folks, it is written that one of the most phenomenal peace time miracles to ever occur in this nation and on the planet earth was to convert an illiterate people, freed from slavery by the Emancipation Proclamation in 1863, to literacy in the short span of 70 years, from 1865 to 1935. By 1935, a race of people, who had been judged illiterate 70 years earlier was able to read, write, and do arithmetic at a level that this nation judged to be literate. No other race of people or ethnic group on this earth has ever matched this apocalytic human achievement. The miracle workers were the historically Black colleges and universities which we are discussing today.

This nation is a freer nation today, because in 1953, 1954, and throughout the 1950s and 1960s, the young Black men and women in Black colleges and universities of America started student demonstrations and sit-ins that brought this nation to the realization of its full principles of constitutionality, of parity, and of equality. Thus, this burst of freedom that we as Blacks enjoy today comes from those student bodies in the South--the North and South Carolinas and other Southern states--where students marched and sat-in to initiate and to achieve civil rights for disenfranchisted Black Americans. The principles of equality and parity for which this nation now stands were born out of the civil rights movement started by students from Black college campuses.

And, even today as we look at the problems of education in a nation dedicated to desegregation, we are faced with critical shortages of Black person power trained in scientific and technical disciplines and in teacher education. For example, in my state of Florida, where 9 state universities enroll 165,000 students, Florida A&M University is the only institution in the state which has produced a Black physicist in the last 20 years.

The contributions of Black colleges and universities are disproportionate to the level of support that these institutions have received from the federal government and the credit they should have received for their educational achievements. If historically Black colleges and universities were of another ilk or complexion, I dare say, according to one writer, that today we would have erected monuments in this city that people of the city or visitors would genuflect to as they pass by in recognition of the contributions made by these great institutions.

The several recommendations that I would like to make and to have considered by this committee relate to the continual development of historically Black colleges and universities. Specifically, they are as follows:

1. Continue the Title III, Part B Program (Strengthening Historically Black Colleges and Universities under the Institutional Aid Program), including Section 326 which covers the Black graduate and professional schools, and increase the authorization levels significantly.

The Title III, Part B Program has been extremely important for the enhancement of historically Black colleges and universities. At my institution, Florida A&M University, where Congressman Bill Gray grew up as a young boy when his father served as President, we have used these funds to strengthen our teacher education program, to establish a retention program for the University, to strengthen the academic programs in agriculture and chemistry, to establish an office to improve the number of Black students going to graduate schools, and to establish a major program of academic support for our engineering students.

We are one of the fastest growing institutions in America, enrolling 6,400 students in 1988, 7,400 in 1989, and 8,400 in 1990. Moreover, we expect to be over 9,000 students in 1991. Part of this growth is due largely to the institutional support derived from the Title III, Part B Program.

Thanks to your vision and leadership, along with Senator Simon, Title III was rewritten during the last reauthorization, and Part B (also referred to as the Black College Act) was designed to provide a flexible program of support for Black colleges and universities. This program was established in recognition of the outstanding contributions of historically Black colleges and universities, in spite of federal and state policies which prohibited their full participation and share in public resources, and the need for these institutions to be preserved and strengthened to help this nation fulfill its equal opportunity agenda. This program has been especially helpful to our Black institutions, and our continual growth and strength are dependent upon the continuation of and increased appropriations for the Title III Program.

2. Add five new schools to the specific language of Title III, Part B, Section 326 to increase the production of Black lawyers and professionals in pharmacy and pharmaceutical areas.

Presently, there are five institutions receiving funding under Section 326 in order to strengthen and enhance their abilities to train Black professionals in areas critical to the national interest. However, there are additional eligible institutions in our sector with graduate and professional programs of equal importance to the national interest that are not now receiving support. We, therefore, are recommending that five institutions be added, including the Florida A&M University School of Pharmacy and Pharmaceutical Sciences which offers the PhD, to the five that are presently receiving funding under Section 326 in order to strengthen and encourage research and to enhance these additional institutions which are producing PhDs, and legal scholars.

We are concerned that the only institutions in our sector, other than Howard University, offering medical degrees (i.e., Morehouse School of Medicine, Meharry Medical College, and Drew University School of Science and Medicine), the only Black School of Veterinary Medicine which is at Tuskegee University, and the only comprehensive graduate school, Clark Atlanta University, not have funding they now receive reduced by the addition of the five new institutions. We, therefore, recommend a hold harmless provision for the existing five schools at the FY 89 appropriations level of approximately $11 million.

The five institutions that we request be added (i.e., Florida A&M University School of Pharmacy and Pharmaceutical Science, North Carolina Central University School of Law, Southern University School of Law, Texas Southern University School of Law and Pharmacy, and Xavier University School of Pharmacy) are equally deserving and are primary producers of Black lawyers and professionals in pharmacy and pharmaceutical sciences which are in very short supply in this nation. We will need the commitment and help of this committee to raise the authorization level of Section 326 to accommodate the five new institutions and to encourage the appropriations committees to increase the funding to accommodate the needs of the five new institutions.

3. Adopt a policy to forgive students for Guaranteed Student Loans (Stafford)under Title IV, if they persist and graduate in special areas, such as science and technology and other areas of great national need.

One of the greatest challenges before this nation, as it attempts to regain its competitive edge and increase its productivity, is to increase the number of students, particularly minority and low-income, in higher education and to encourage them to excel and graduate in math, science, and engineering fields. As you deliberate the reauthorization of the financial aid programs, we ask that you consider the problems created by the imbalance of grants to loans, particularly how this imbalance denies access and choice for the groups of students whom are in greatest need and whom this nation will need to be the most productive in the next century.

We are aware that some people are recommending a modest number of scholarships at the undergraduate level, specifically to encourage students to go into math, science and technology. We think this matter should be deliberated with great caution for fear that these scholarships would largely be given to middle and upper-income students versus to low-income students. We need to increase the number of students going into science and technology from the disadvantaged sector, if we are going to meet our workforce mandates and ensure our world competitiveness. Our federal financial aid programs are the vehicles to respond to the needs of low-income populations that we are trying to motivate, educate, and utilize in our quest for economic and scientific competitiveness and solutions to world problems. Thus, some type of carefully crafted loan forgiveness program would be a beginning step towards guaranteeing that our financial aid programs--an imbalanced combination of loans and grants--truly provide access and choice and stimulate students, particularly minority and low-income, to go into areas critical to the national interests.

4. Provide a program of support for historically Black colleges and universities to add the capacity to produce PhDs.

Historically Black colleges and universities are the largest producers proportionately of Blacks receiving baccalaureate degrees annually. Approximately 100 institutions--3 percent of the total higher education universe--enroll 238,000 students which is slightly greater than 20 percent of the 1.1 million Blacks enrolled in higher education. Yet, we graduate 20,000 students or approximately 40 percent of the 56,000 Blacks who receive baccalaureate degrees annually. Given this success, it is important that we now turn our energies to producing PhDs. This nation is now annually producing about 800 Black PhDs per year. Once, in 1976, we produced over 1,000 Black PhDs.

We are suggesting that our success in educating Blacks historically as well as our current level of productivity warrant additional support from the federal government to develop graduate programs at the PhD level. There is ample precedence for this support. In the 1960's, the National Science Foundation, where the Graduate Centers of Excellence in Science and Technology were established, poured hugh sums of money into predominantly white institutions to increase their strength in the offering and their capability to produce PhDs in the sciences for the nation. NSF granted Funds for buildings, for additional faculty, for student support, and for infrastructure development. With this model in mind and our national imperatives, we are recommending that a similar program of support and infusion of federal dollars be provided for historically Black colleges and universities. Building on our unrivaled success in producing Black scholars, leaders, and legislators, such support would enable us in a more affirmative and accelerated fashion to get in the business of producing Black PhDs in areas that are critically needed by this nation.

As proposed in recommendation number three above, we could begin by providing special support to institutions which have begun graduate programs and those which have some of the key ingredients on which to build. However, this recommendation is suggesting a more comprehensive strategy for moving historically Black colleges and universities, as a sector, into graduate education at the PhD level to address the under supply of Black PhDs which this nation needs. Black colleges and universities, the miracle workers of the past 100 years, can continue to be miracle workers of the next century with adequate federal support and commitment.

5. Re-evaluate policies that assign responsibilities for guaranteed student loan degaults to collegiate institutions.

We feel that institutional loan default rates serve as disincentives to some of the very institutions, such as historically Black colleges and universities, that have been the risk takers in meeting the challenges of educating large numbers of minority and low-income students traditionally. Therefore, our government should look more closely at the causes of defaults and appropriate corrective measures, particularly the effect of the imbalance of grants to loans, in order to avoid policies that may penalize the very institutions that have been and continue to be the most productive.

Although educational institutions should take seriously, as part of the educational process, the matter of developing responsible behavior, they should not be held responsible for loan defaulters and threatened with program expulsion. It has been argued in many settings, by many people that institutions should not be held responsible for loan defaults, because they do not make loan decisions. There is validity in this argument, but flexibility in making loan decisions could ultimately deny access and choice in order to minimize default rates and protect program eligibility.

I believe that we can arrive at more workable solutions than we presently have. Thus, at a later time, I would like to go into more detail on recommendations for improving our student aid programs, specifically as they impact students at Black colleges and universities and our efforts to administer them effectively.

Thank you very much for this opportunity. Again, I would like to express my appreciation to you, Sir, on behalf of all of the NAFEO institutions, for the great support and leadership that you have given us during your Congressional tenure. We salute you for all of your activities and accomplishments, and we hope that you will continue to help us in the struggle in any new roles you assume. Thank you very, very much!

Chairman HAWKINS. Thank you, Dr. Humphries. We appreciate your cooperation. We also note that the lights that we have in front are simply to assist the witnesses to comply with the request, and you certainly did that. We appreciate that, Dr. Humphries.

The next witness I will take in order. I assume that Dr. Albright will be the next witness.

Thank you. Dr. Robert Albright.

Mr. ALBRIGHT. Thank you, Mr. Chairman, and other distinguished members of the Education and Labor Committee, colleagues, ladies and gentlemen. I am deeply pleased to have this honor to testify today.

My name is Robert Albright, president of the Johnson C. Smith University, and like my distinguished colleague and members of this panel, Dr. Oswald Bronson, and chair of the member institutions of the United Negro College Fund, I am delighted to appear today on behalf of the 41 historically black colleges, and the almost 50,000 students who attend.

You all know of course that the United Negro College Fund is a non-profit consortium of private educational institutions founded in 1944 by the legendary Frederick Douglas Patterson to increase public awareness of the colleges and help raise the necessary support for these institutions to continue to produce the black leadership for which we have become known.

Time today will not permit me to give you a full accounting of the magnificent achievements or out impressive legacy. I have included a complete list of the same in the statement I have submitted.

Like my friend, Dr. Humphries, suffice it to say that we, along with the historically black colleges and universities have had the most demanding assignment in the history of education, namely to lift a race of people from slavery and poverty to the mainstream of our society.

It is a job we have done well. You have heard many times the testimony from members of the historically black college family with respect to our achievements and contributions. I want to not spend time again capitulating those facts, but I want to suggest how very important our our historically black colleges and universities, particularly the United Negro College Fund today with respect to their contributions.

Xavier University in New Orleans is one of the Nation's most important institutions for providing the students with excellence in training in the sciences. We are happy to report each year Xavier University is the first, second or third with respect to the number of students graduating, going on to possible baccalaureate careers in science and mathematics, even Harvard cannot beat that. Tuskegee University has provided more trained baccalaureate veterinarians than all other schools combined. It is a remarkable record. I would remind you of the record of Morehouse College.

I wanted to remind you of Rust College in Holly Springs, Mississippi, a relatively small historically black college. Rust has provided more black teachers and administrators than all other institutions in Mississippi alone. I could go on and on, Mr. Chairman, reciting to you some of the unique contributions today of the historically black colleges which represent the United Negro College fund. I take the time to explain these things because it is important for you to understand that for the last 125 years, small private historically black colleges have operated in the main on the edge for they have never received the level of support necessary from the public even though our contributions dramatically exceed those of many other institutions.

We have been able to serve with distinction to train and motivate young people because of the support of people like yourselves and some friends in the wider communities who understand the unique need and mission of the Nation's private black colleges.

One need only read the remarkable story of Booker T. Washington in "Up From Slavery," about the woman who brought eggs because she had nothing else to give to the people wanting an education in Tuskegee. As we approach the 21st Century and the major challenges we will face as a university of private black colleges, we have a special sense of urgency about our continued ability to serve our clientele, special populations that have heretofore been ignored by the public.

You see poor youngsters from the ghettos of Detroit and Chicago or from the rice fields of Alabama and Mississippi, they are not adjuncts, they are our special clientele for we know how to serve them and we think it is important, as Mr. Gray indicated, that somehow this Nation begin to harvest and tap into the last natural resource we have, minority youngsters who heretofore have largely been ignored and have not had the opportunity to be part of the educational experience.

As we approach the sixth renewal of the Higher Education Amendments of 1965, when the 1986 amendments expire, we are painfully conscious that our university of students and the higher education community faces two challenges, first how to keep open the doors of America's colleges and universities to low and middle income students in face of rising costs and declining grant aid and secondly how this Nation's colleges and universities will assist the government of fulfill the equal opportunity mission by graduating the growing number of African-American and Hispanic graduates.

In light of the fact that over 90 percent of the students attending United Negro College Fund institutions require some assistance to complete. The come from families with combined annual incomes of less than $18,000 a year. It is very clear that our students and institutions cannot persist without a much stronger partnership with the Federal Government in years to come. I want you to be aware of two trends: First the increasing number of minority high school graduates each year, if you study the curve as we have in the United Negro College Fund family, you will note that that curve is going in that direction and almost each year we break a record with respect to the minority students graduating from high schools throughout the Nation.

Second, I want you to be aware of the increased applications rates to the historically black colleges and universities. Within the United Negro College Fund family we are obliged each year to turn away hundreds and indeed thousands of deserving youngsters who want to come to our institutions but who cannot enroll because of the absence of financial support.

You mentioned Buzz Shaw. I know him well. We worked closely with the American Council on American Education. Many of the students are not inclined to go to many of the white institutions because the feel a growing sense of racism on those campuses and tragically they believe they are not wanted there. They are not able to find the kind of support and motivation they need.

We are deeply concerned about the needs of young people who must have an education if they are to be the human capital of the future.

We are very much concerned about student aid as a part of the authorization package. We are fundamentally concerned that the Congress must somehow rest and reverse the alarming imbalance between loan and grant aid for the students we serve. Tragically today almost 60 percent of the students are required to take out heavy loans in order to be able to support the cost of education. In my institution over 65 percent of our students graduate after four years owing over $13,000 a year. We think that is a tragedy. With respect to the authorization package, Mr. Chairman, and since I have submitted a full statement about this, I will just list four or five issues I believe important.

One, you make the Pell grant program a true entitlement with the maximum awards. We urge you to simplify the student aid process and six or seven data elements and require applicants to submit 1040 or 1040-A forms or other evidence they live in subsidized housing, receive AFDC food stamps. Second, we require students in the sophomore, junior or senior year to submit an updated program. We urge you to update the low income contingency loan program because this program creates the opportunity for our young people to fall into pitfalls and pay back exorbitant rates for loans.

We urge you to arbitrate the student loan defaults. That program is structurally flawed and the loan default program simply will not attend to the needs. We oppose any efforts to convert the needed based Title IV to a merit oriented scholarship program. Now is not the time for the Federal Government to retreat with some matter of choice in higher education.

Mr. Chairman, I want to close by thanking you for the opportunity to appear before you today. I want to remind you I have submitted a full testimony with many recommendations and orally I have highlighted only a few of those. We speak on behalf of the family, United Negro College Fund, Mr. Fred Newsome of Johnson-Smith University by stating I hope the committee will have the hope and vision to write a new authorization rather than having them become a footnote in history.

Thank you, very much.

[The prepared statement of Dr. Robert L. Albright follows:]

# THE UNIQUE ROLE, MISSION AND FINANCIAL STUDENT ASSISTANCE NEEDS OF THE NATION'S PRIVATE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

TESTIMONY OF DR. ROBERT L. ALBRIGHT

PRESIDENT, JOHNSON C. SMITH UNIVERSITY

ON BEHALF OF

THE UNITED NEGRO COLLEGE FUND, INC.

BEFORE THE

COMMITTEE ON EDUCATION AND LABOR
U.S. HOUSE OF REPRESENTATIVES
DECEMBER 10, 1990

## INTRODUCTION - MISSION OF UNCF INSTITUTIONS

Chairman Hawkins, other distinguished members of the Education and Labor Committee, colleagues, ladies and gentlemen, I am pleased and honored to have this opportunity to testify today at this most unique and important hearing. I am Robert Albright, President of Johnson C. Smith University, a member institution of the United Negro College Fund.

Along with several of my other colleagues I appear today on behalf of the 41 member colleges of UNCF, and our 49,000 students, most of whom are low-income African-Americans.

UNCF is a non-profit organization dedicated to strengthening and expanding the educational programs and opportunities provided by its member institutions. We are a consortium of forty-one (41) private historically Black colleges and universities which was founded in 1944 in response to an increasing awareness of the need to bolster the financial bases of these institutions so that we might enhance our ability to produce the black leadership for which we have become known. As a result of this long-standing consolidated effort, all of the students and institutions benefit from the fund-raising efforts of UNCF since each college receives an equitable distribution of the funds collected. As you can see, we are continually demonstrating our commitment to our students and our belief in the viability of our institutions.

We consider ourselves to be among the most effective of all American colleges in the area of developing, implementing and sustaining high quality programs at relatively low costs.
We are, indeed, the nation's experts in the area of developmental education. While historically Black colleges and universities represent just over five percent of all four-year institutions of higher learning, these schools enroll 35 percent of all Black students attending a four-year college and confer 40 percent of all bachelor's degrees earned by them. We are a vital component of the infrastructure which offers hope to young Black Americans. We have a long track record of accepting and graduating students who were academically unprepared by inadequate secondary schools when they entered college. Students are supported, challenged and offered the opportunity to assume leadership roles rarely afforded them in majority institutions.

Our institutions have earned the assistance which the federal government has provided. However, the level of support should be maintained or increased, not reduced or frozen and certainly not eliminated. The level of support received from the federal government still represents a tiny portion of federal funds made available to private colleges and universities nationally. For many years minimal attention was given to this gap in assistance levels.

The truth of the matter, my friends, is that we have received eloquent praise for the important educational and social roles we play, and while we have received both promises and commitments from every President since Dwight Eisenhower, we have not received commensurate fiscal support from any administration and we have not been able to "cash in" on the various promises made. Indeed, if my colleagues and I had received even one fifth of the support that we have needed to carry out our unique and historic role of educating the nation's disadvantaged, our lives over the past few years would have been infinitely easier and our institutions would not have faced the specter of constantly living on the edge. In point of fact, only in recent years (with the support of the Congressional Black Caucus) have we been able to count upon a solid corps of support in the legislative halls of this nation. I know that I speak for my colleagues here by saying that we all look forward to the day when a President of the United States (while praising our universe of institutions as "national resources,) and when the various members of Congress invariably praise the significant educational and social roles of our institutions, both will fight for the resources we need as vigilantly as the Congressional Black Caucus and the supportive friends in this Committee.

Let me begin by suggesting that even while I recognize that I may be preaching to the wrong audience, let me state the unique contributions of the nation's private historically Black colleges.

Beginning with the founding of Lincoln University (nee Ashmun Institute) in 1854, the nation's historically Black colleges and universities have been the victims of racial discrimination, frequent criticism, and inadequate fiscal support. Moreover, they have been subjected to a posture of studied indifference by the higher educational establishment, state and federal governments, while being relegated to a relatively low position in the American social order.

Yet, this group of private institutions have survived - and in the process of doing so, lifted a race out of poverty and ignorance. Equally as important, these institutions became important social institutions for both the Black race and the society at large - and, they became the nation's greatest producers of Black talent. One need only study the magnificent educational legacy of these institutions to confirm this statement. You know this story as well as I, but for the un-informed, let me remind you that the nation's historically Black colleges have educated, for example, 60% of the nation's Black physicians; 50% of the nation's Black attorneys; 75% of the nation's Black military officers; and over 80% of the Black members of the judiciary. All of these professionals--and even more in almost every sphere of the human endeavor--received their primary training, their motivation, their sense of social justice at our institutions and then moved on to compete successfully at many of the nation's most elite graduate and professional schools to earn graduate and professional degrees.

Well, I suspect that I have come close "to have stopped teaching and gone to preaching!" Therefore, let me now turn to an analysis of the UNCF's recommendations for student assistance for the upcoming reauthorization.

The 1965 Higher Education Act will undergo its sixth renewal in 1991 when the 1986 Amendments expire. Perhaps more so than at any other time, the higher education community faces two critical challenges: (1) how to keep the doors of America's colleges and universities truly open to low and middle-income students in the face of rising college costs and declining availability of need-based grant aid; and (2) how the nation's colleges and universities will assist the Federal Government fulfill its equal opportunity mission by admitting, educating and graduating the growing number of African and Hispanic American high school graduates. This is an especially crucial task as it relates to preparing minorities for the teaching profession.

As Congress and the higher education community approach this reauthorization, an immense challenge and opportunity lurks on the horizon. Part of that challenge is for the community to come together and act like a real community. A second aspect is for the community to challenge both the Congress and the President to live up to the lofty language written in previous reauthorizations by ensuring adequate funding for the federal grant programs so that real "access" and some measure of "choice" is provided for low and middle-income students. Finally, the community must put behind it the short-sighted sector and institutionally-based concerns that threaten to divide the community on such key issues as a Pell Grant entitlement -- with a sufficiently high maximum grant to assure "choice" at moderately priced independent colleges and universities.

We believe the United Negro College Fund's (UNCF) preliminary recommendations for Student Assistance (Title IV of the Higher Education Act) are critical to the survival of the nation's historically Black colleges and universities and to the preservation of access of minorities, especially African-Americans.

I would like to begin by addressing the issue of federal support for higher education and the budget deficit. It should go without saying that as private college presidents we understand the reality of balancing a budget and the need to make difficult choices in setting funding priorities. The 41 member institutions of the United Negro College Fund struggle each year to keep the cost of education at our institutions within the reach of the low and middle-income African American families who attend our institutions. While college costs, according to The College Board, have risen an average of 6 percent at public, two-year colleges, 8 percent at public four-year institutions and 9 percent at private four-year colleges -- tuition and fees at UNCF institutions have risen an average of 7 percent since 1980.

Further, while college costs at all other institutions have exceeded inflation for the ninth consecutive year, UNCF member institutional costs have barely kept pace with inflation.

UNCF presidents share the Bush Administration's commitment to reducing the single largest share of the federal budget -- interest payments on the national debt -- but we also believe that the President's priorities must place funding for higher education on the same plane with a bailout of the savings and loan industry, or the development of the stealth bomber and star wars. So much more could be accomplished in the way of training minority teachers, increasing the access of African-Americans to baccalaureate, professional and graduate education, and to strengthening the Nation's Historically Black Colleges and Universities (HBCUs) if the necessary resources were committed unconditionally to meeting our stated goal of equal opportunity in higher education.

## TITLE IV, STUDENT ASSISTANCE

The federal policy of providing access to higher education dates back to 1957, when Sputnik 1 alarmed the Nation by demonstrating the advances of Soviet technology. President Eisenhower's response was to send emergency legislation to Congress. The result was the National Defense Education Act of 1958 which clearly stated a new national policy: "The security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women....We must increase our efforts to identify and educate more of the talent of our Nation. This requires programs that will give assurance that no student of ability will be denied an opportunity for higher education because of financial need."

The Higher Education Act of 1965 stressed full educational opportunity as the national goal. "Every child must be encouraged to get as much education as he has the ability to take," President Johnson declared in submitting the legislation. "We want this not only for his sake -- but for the nation's sake. Nothing matters more to the future of our country: not military preparedness -- for armed might is worthless if we lack the brainpower to build a world of peace; not our productive economy -- for we cannot sustain growth without trained manpower; not our democratic system of government -- for freedom is fragile if citizens are ignorant."

President Nixon's message to Congress stated the purpose of what became the Higher Education Amendments of 1972: "No qualified student who wants to go to college should be barred by lack of money. That has long been a great American goal....**Equal educational opportunity**...must now become a reality for every young person in the United States, whatever his economic circumstances."

President Carter reaffirmed the national goal in signing the Education Amendments of 1980: "We've brought college within reach of every student in this nation who's qualified for higher education. The idea that lack of money should be no barrier to a college education is no longer a dream, it's a reality...."

Despite President Carter's declaration, we have not erased all of the financial barriers to access to higher education. However, the anticipated peace dividend from the winding down of the Cold War and the cessation of immense resource and manpower commitments to the defense of Western Europe hold promise for making George Bush live up to his promise to fully fund the Head Start program and truly become the "Education President."

Access to higher education can only be achieved by simultaneously improving the education of minority and low-income students at the elementary and secondary levels and fully financing educational opportunities for minorities and low-income students in postsecondary education. This can and must be accomplished through increased expenditures for several of the existing Title IV student aid programs, reform of some policies affecting those programs, and elimination of several of the present Title IV programs.

There are five major Federal student assistance programs. In addition, there is a program of incentive grants to the states to establish state need-based grant programs for students pursuing a postsecondary education. Additionally, the 1986 Amendments converted the Auxiliary Loans to Assist Students

(ALAS) program to the Supplemental Loans for Students (SLS) which is designed to provide a liquidity loan for students who encounter difficulty in establishing "need" due to parental or independent income. A Parent Loan to Assist Students (PLUS) or parental loans allows parents, independent undergraduate or graduate students to borrow at market interest rates to pay college costs.

Two grant, two loan and one work-study program make up the five major programs. Briefly explained, the programs include:

PELL GRANT -- the foundation program for low- and middle-income students and the largest student aid program in Title IV. The current maximum award is $2,300 although the authorized amount is $2,900, with eligibility for all but the lowest income students determined by a statutory formula.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT -- provides supplemental awards of up to $4,000 to eligible students, who must be Pell Grant recipients. Amounts vary with need and the availability of funds at each institution.

PERKINS LOANS (FORMERLY NATIONAL DIRECT STUDENT LOANS) -- formerly the National Direct Student Loan (NDSL) program, these loans are available at 7 percent interest thorough the financial aid office at the institution, for eligible undergraduate and graduate students. The annual loan limit for undergraduate students is $4,500 for programs of less than two years and $9,000 for programs leading to a bachelors degree, and $9,000 for graduate students, with an accumulated undergraduate and graduate indebtedness of $18,000 accumulatively.

ROBERT T. STAFFORD LOANS (FORMERLY GUARANTEED STUDENT LOANS) -- formerly the Guaranteed Student Loan (GSL) program, which makes subsidized, guaranteed student loans to students, at a 8 percent rate of interest for graduate and undergraduate students. Loan limits are $2,625 for freshmen, $2,825 for sophomores and $4,000 for juniors and seniors, with graduate students permitted to borrow $7,500 annually. Lenders are paid a 3.25 percent special allowance, plus the in-school interest subsidy (the difference between the interest rate charged and the quarterly 91-day Treasury bill rate) while the student borrower is in school. A 5 percent loan origination fee is deducted from the face amount of the loan at the time of disbursement.

COLLEGE WORK STUDY -- for graduate and undergraduate students who need financial aid. CWS students earn money to pay for college costs by working on campus and off-campus for non-profit, governmental (non-legislative) positions or in community-based organizations engaged in literacy projects, high school tutorials, etc. at the minimum wage. Awards depend on need, but the average is about $800.

The federal student aid programs, particularly Pell Grants, Supplemental Educational Opportunity Grants (SEOG), the Perkins Loans (formerly NDSL) and Stafford Student Loan (formerly GSL) programs have played crucial roles in opening up opportunity for low-income, black students who seek to enter college. Two serious developments now threaten to erode the effectiveness of these programs to implement the twin goals of "access" and "choice" that have, for many decades, characterized the federal government's equal opportunity mission in higher education -- a mission that has been warmly adopted and enthusiastically supported by UNCF member institutions.

The shift in the form of federal aid provided to needy students is depressing to those of us whose institutions serve low and middle-income students and who want to avoid placing them deeply in debt as they acquire the means to better themselves. The shift from grants to loans in terms of the type of aid provided to needy students is disturbing. From 1970-71 to 1975-76, grant aid increased from 66 percent to 80 percent of the total aid awarded, while loans declined from 29 percent to 17 percent. In the mid-1970s that trend reversed itself. By 1975-76, grant aid had peaked at 80 percent of all aid awarded and has since declined to 48.5 percent in 1988-89, while loans constitute about 49 percent of the total. The remaining 2.6 percent is college work study.

At UNCF institutions, where 90 percent of all students receive some form of federal financial aid, almost 50 percent of all students received loans in 1987-88 (compared to 8 percent in 1979-80 and 30 percent in 1984-85). This trend must be reversed!

Student loan defaults have preoccupied both the Executive Branch and the Congress as a solution is sought to a problem primarily driven by federal policy and the failure to appropriate adequate funds for the Pell Grant and Supplemental Educational Opportunity Grant (SEOG) programs. The piecemeal solutions offered in most of the legislation debated in Congress or incorporated in the June 5, 1989 Final Regulation on Student Loan Default Prevention treat the symptoms, not the problems which cause default in the first place. Reauthorization of the Higher Education Act represents an opportunity to address these concerns forthrightly.

The problem of student loan defaults in the Stafford Student Loan (formerly the Guaranteed Student Loan) program crystallized when the Congress appropriated $1.9 billion in FY 1990 to pay defaulted loan costs. Student loan defaults, however, did not emerge overnight and are more a product of federal policy-making and reduced appropriations for grant programs resulting from the budget deficit, than any single factor associated with postsecondary education institutions. Student loan defaults are especially problematical for the Nation's Historically Black Colleges and Universities because of the "high risk," economically depressed families we serve.

First, the dramatic expansion of student borrowing to pay for college parallels higher than the cost of living increases in college tuition over the last decade. Spiraling college costs and student borrowing have made indentured servants of a whole generation of college students and graduates. For example: outstanding GSL loan volume rose from \$9.9 billion in 1976 to \$21.3 billion in 1980 to \$67.6 billion in 1986 and exceeded \$80 billion in 1988. While it would be unfair to minimize the importance of student loan defaults, it is important to keep in mind that the net student loan default rate has remained almost constant during this period, approximately 10 percent or 11 percent. It is however, 10 percent of a significantly increased dollar amount entering repayment!

Equally important, is the value of the Pell Grant and other federal grant programs. In the year 1975, when the Pell Grant (then referred to as the Basic Grant) was first fully-funded, the maximum award was \$1400. Since that time, college costs have risen approximately 8 percent each year, faster than the rate of inflation. If the Pell Grant maximum had simply risen at the rate of inflation, the maximum award should be slightly more than \$4,000 instead of the \$2,300 (increased in this year's appropriation to \$2,400) maximum award that students must try and stretch to pay college costs today, or risk going into debt. Equally important, student aid funding overall has remained almost constant over the past ten years, in stark contrast to such entitlements as Social Security and Medicare or higher priorities as national defense.

A number of credible alternatives have been offered, due to the inability of the present discretionary Pell Grant program to keep faith with its intended beneficiaries. Many low and middle-income students, who depend on grant aid to gain access to America's colleges and universities, have been forced to borrow extensively to pay college costs. Representative Bill Ford and Senator Paul Simon have introduced companion bills in the House and Senate, respectively, to "frontload" grant aid in the first two years of academic study, to restrict student borrowing to the junior and senior years of school (when they will have demonstrated academic persistence), and to increase the maximum Pell Grant award significantly.

UNCF is carefully reviewing the public policy and political issues facing our member institutions in analyzing the potential impact on the United Negro College Fund (UNCF) of the Student Aid Readjustment Act (SARA), and any other form of possible front-loading.

There are two areas of the proposal through which we are very concerned about. First, a total restriction on loan borrowing in the freshman and sophomore years may have a potential negative impact on UNCF students. Also, for any type of front-loading proposal to work, the Pell Grant must be increased significantly and be made an entitlement program.

All of these factors, lead UNCF member institutions to recommend the following:

- **Make the Pell Grant Program a true entitlement with a $5,200 maximum award in the first year of application.** The budgetary impact of this proposal might be phased in by applying the entitlement to freshmen students only in the first years, then adding a class of students each year thereafter.

- **Simplify the federal student aid application process.** Two things could be done immediately to make it easier for low-income students to apply for and receive Title IV assistance, while preserving the integrity of the aid programs: (1) provide a **revised** simplified federal form for families with incomes below $15,000 with six or seven data elements, and require applicants to submit their 1040 or 1040A form or other evidence that they receive AFDC or Food Stamps, live in federally-subsidized housing, etc. **(those students with incomes below $10,000 should receive the maximum award)**; and (2) require students applying for aid for their sophomore, junior or senior year (who previously received Title IV aid as freshmen) to supply updated information only and the most recent parental/student tax return instead of a whole new application.

- Reduce paperwork burdens in the financial aid programs, especially for institutions with significant number of aid recipients in their student population (i.e. 50% or greater), by eliminating the validation requirement for those schools with a three-year unblemished record of performance and no audit exceptions.

- Eliminate the Income Contingent Loan (ICL) Program. This program represents a serious pitfall for low income students because it appears attractive yet is likely to trap students with lesser earnings growth in serious long-term debt. For example: a student who borrowed $13,000 (under the ICL Program) would be required to repay over $48,000 in principal and accumulated interest (using the program's assumptions as to income and projected minimum payments) if he or she began an employment career with a salary of $10,800.00 or would be required to repay $25,700 in principal and interest over ten years if the starting salary was $23,100. In contrast, that same student would pay back about $18,925 over ten years in the Stafford Loan program.

- Merge the ICL Concept into a Totally Campus-based Perkins Loan Program. Federal capital contributions

(FCC) for the Perkins program would cease at the end of FY 1994 and campuses would administer the program solely based on effectively collecting from students who have borrowed from the program. Institutions might be permitted, at their discretion, to allow up to ten percent of their Perkins loans to be subject to income contingent repayment. The FY 1990 FCC was $135,129,000 and was allocated to 1,559 institutions, including only 15 UNCF institutions. Twenty-six other UNCF institutions do participate in the Perkins program. Tuskegee University and Xavier University, as well as Morehouse College received the build of the $1.3 million in FCC made available to UNCF member colleges through the FY 1990 appropriation. The total outstanding loan balance is $4.9 billion.

* **Eliminate the exclusive and arbitrary use of student loan default rates to exclude institutions from participation in Title IV programs.** UNCF certainly understands the Department's desire to reduce student loan defaults. We share that concern. However, the criteria used to target institutions for special attention or exclusion from the program must be sensitive to the mission and purpose of an institution, as well as the institution's role in creating and solving the loan default problem.

The institution's role in student lending was limited, prior to 1986, to certifying to the lender that the student was enrolled on at least a half-time basis. A college or university's role in counselling the student or administrative accountability for Title IV funds places the college or university in a secondary or tertiary role in the student loan default chain of command. Yet, for the past two years the Department using inaccurate and incomplete data has published default rates which malign and cast aspersions upon a college's good name in the academic and its own local community. What role does the institution really have in making or collecting the loan? Colleges are third-party beneficiaries with a small role in the process, that now are publicly denigrated when a student we are encouraged to admit subsequently defaults.

UNCF also has serious reservations about the use of arbitrary loan default rate thresholds to determine institutional participation in the various programs especially inasmuch loan default rates are misleading anyway. Smaller institutions, which purposely keep costs low, are especially disadvantaged by this method of viewing loan defaults. More importantly, using default rates as a tool deflects attention away from the real problem. For example, in the July, 1989 report, the General Accounting Office (GAO), from the GAO entitle "GUARANTEED STUDENT LOANS -- Analysis of Student Default Rates at 7,800 Postsecondary Schools" noted the default rates and dollars in default at all institutions surveyed. The misleading nature of loan default rates is readily evident.

A good example would be institutions with default rates between 3 and 6 percent. Bluefield College in virginia has a borrower default rate of 3.13 percent and has $1,250 in default, while Bowling Green State University in Ohio has a borrower default rate of 3.38 percent and has a $448,000 in default. Or, ITT Technical Institute in Dayton, Ohio has a default rate of 5.04 percent and $66,777 in default, while the University of Pennsylvania has a 5.96 default rate with $1,178,964 in default.

Finally, it should go without saying that UNCF opposes any attempt to convert the need-based Title IV programs to merit-oriented scholarship programs. First, this notion is in sharp contrast to the four-decades old, bipartisan commitment of the Federal Government to eliminating family financial circumstances as a barrier to a college education. The Eisenhower, Johnson, Nixon, and Carter administrations repeatedly reaffirmed the federal commitment to "access" and some measure of "choice" in higher education, and the elimination of financial barriers to participation in postsecondary education. Second, there is no evidence that there is any lack of scholarship aid available to students with strong academic backgrounds in high school. In fact, the opposite appears to be true. Conversely low and middle-income students increasingly find it difficult to find need-based resources to pay the rising cost of a college education. Rather than focusing our attention on merit, at exactly the time when middle and lower income families are struggling to send their children to college, the Federal Government should devote more resources to grant and work study programs and mechanisms which encourage middle and upper income families to save for college costs.

## CONCLUSION

Obviously, there are many additional ideas for a new partnership between the federal government and private historically Black colleges. However, in the interest of time, let me draw this presentation to a close.

I trust that I have accomplished what Chairman Hawkins and the Committee intended in this historical hearing and that you will find some currency in one or more of my suggestions. Again, I urge you all to remember the magnificent legacies of the universe of institutions known as the private Historically Black Colleges and Universities, and I trust that you will share my view that the Federal Government has a moral responsibility to both preserve and enhance these institutions. Finally, I recognize that many will express the view that some of the suggestions I have offered are far too ambitious and costly. Yet, I ask the question, what is the alternative?

Again, I thank Chairman Hawkins and the Committee for this special hearing and for the invitation to prepare and submit testimony. Now having completed my assignment to the Congressman and my fellow panelists, let me close by extending my deep thanks to all of you. It is also with some sadness I conclude. Mr. Hawkins, over the years, you have a giant in the cause of minority equality in our nation. As chairman of this illustrious committee, you co-sponsored the "Black College Act" and have championed the cause of HBCUs and minority higher education. I regret seeing you go. We at the College Fund will miss you. We hope that in your retirement, you will stay close to us.

As you consider all that you will hear today and the many challenges which will be discussed later, I urge you to remember the motto of the United Negro College Fund:

A mind is a terrible thing to waste!

Thank you.

Chairman Hawkins. Thank you.

The next witness is Dr. Oswald Bronson, president of Bethune-Cookman College, Daytona Beach, Florida.

Mr. Bronson. Thank you, Mr. Chairman.

Allow me to express my appreciation to you for your assistance and in particular education across the years. Your presence and work really have made a difference in what we are now experiencing.

Let me hasten to say that my involvement in higher education for more than two decades has been to the historically black private universities of our Nation. Therefore, my presentation will be slanted in that direction, although there are many similarities between the 41 and the 117.

It is common knowledge that these black institutions, as both of my colleagues, Dr. Fred Humphries and Dr. Albright, have said, were born out of need, for the attention needed by the black Americans in the post-Civil War era and later years. Some institutions were created by philanthropic hands joined by various religious communities. They have been nurtured by a continuous stream of committed scholars and have raised the view of America around the world.

Johnson C. Smith asked me to speak especially of the mission and enrollment of these institutions. As I review them they seem to put emphasis on providing a quality education on a level that would be accessible to adults from every socioeconomic level, and especially the thousands who would otherwise be left out of the educational process, as mentioned by Dr. Albright.

Two, to inspire and enhance the opportunities for a leadership and citizenship role on the part of those who have met economical and racial barriers; and then to develop a pool of talent for all areas of American life and to make visible a product that will rightfully justify the existence of these historically black colleges and universities in this land of ours; to teach the competency skills and knowledge necessary for survival as a contributing member of society, and then to engage in in-depth dialogue with and in critical examination of those values that have sustained and inspired the human race.

African-Americans in particular have had difficult periods of struggle for freedom to be productive and contributing citizens and to the whole of human society.

Finally, to provide funds for teaching integrity, for compassion for the downtrodden, and yes, even patriotism and those ideals that have inspired humans to be their highest self.

Regarding patriotism, as I listened to Congressman Owens mention about the Persian Gulf crisis, we have had our graduates and our students to shed their blood on every continent of this world for this land of ours. Just a few days ago most of us have had students leave our campuses to go to the Persian Gulf to fight at the request of our government. So we feel when we look at the patriotism of our schools that this is a value that we teach. So we come to you asking that there be recognition of this as well in terms of what we offer to America.

Enrollments are not simply increasing at our UNCF schools, and particularly in the other schools, the 117 in general, but quality education is taking place, as documented by the study and the classic book "Blacks in College." This experience of taking an illiterate race of people and individual youth in particular who have faced overt and covert rejection and expanding them into knowledgeable economical professionals is a direct result of the academic and counseling support systems, the moral discipline and the reverence for the sacredness of each person who enrolled in our schools. This is characteristic of the HBCUs.

All races tend to worship heros and revere what is viewed as unique in their respective cultures. Black colleges serve as the chief repository and communicators of our African-American cultures. These institutions systematically convey the history that was omitted in the history books.

HBCU are not only repository of Afro-American history but also living expressions of our history. This affords our students to be in a living relationship with a dynamic participant As Dr. Humphries and Dr. Albright have said, being a part of this history meant that many were arrested, many were placed in all kinds of conditions, but nevertheless they continued to persevere for justice in this land of ours.

Mr. Chairman, I conclude by saying that the UNCF schools join other schools as being institutions that convey values, values, the values of a sense of direction, the values of a sense of responsibility, the values of a sense of destiny, the values of patriotism, honesty, integrity and moral discipline, the values of making America a better place, the values of economic impact in which we increase the tax base of this Nation.

Mr. Chairman, I thank you. I have submitted a fuller report to you which has been given to Mr. Smith.

[The prepared statement of Dr. Oswald Bronson follows:]

Bethune-Cookman College
DAYTONA BEACH, FLORIDA 32015

MARY McLEOD BETHUNE, FOUNDER
OSWALD P. BRONSON, SR., PRESIDENT

OFFICE OF THE PRESIDENT

The Testimony of Dr. Oswald P. Bronson, Sr.
Before the HOUSE COMMITTEE ON EDUCATION AND LABOR
Congress of the United States of America
Monday, December 10, 1990

Theme: THE STRENGTHENING OF BLACK COLLEGES AND UNIVERSITIES IN THE NATION.

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Allow me to express my profound appreciation to our United States Congress, and especially to the Honorable Augustus Hawkins and the House Committee on Education and Labor, for the privilege of presenting factual testimony before this body concerning the CONTRIBUTIONS OF OUR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES TO OUR NATION. Let me hasten to say that my area of involvement in higher education for more than two decades has been to the HISTORICALLY BLACK PRIVATE COLLEGES AND UNIVERSITIES OF OUR NATION; therefore, my presentation will necessarily be slanted in this direction.

It is common knowledge that these Black institutions of higher education were born out of a need for critical attention to the plight of Black Americans in the immediate post Civil War era and in later years. Such institutions were planted across our southern and border states by philanthropic hands, joined by various religious communities. They have been nurtured by a continuous stream of committed scholars and have thereby raised the image of America around the world.

The special mission and roles of these institutions have been, and will always be:

A. To provide a quality education on a level that will be accessible to youth and adults on every socio-economic level, and especially to thousands who would otherwise be left out of the educational process.

B. To inspire and enhance the opportunities for leadership and citizenship roles on the part of these who have met both economical and racial barriers.

C. To develop a pool of talent for all areas of American life, and to make visible a product that will rightfully justify the existence of these Historically Black Colleges and Universities in this land of ours.

Let me hasten to assure this august body that the future of our country is intertwined with the future of these institutions, for they are performing a service that is unique to our standing in the western world. A brief look at the product of these 117 institutions will serve to enlighten many who perhaps have taken them for granted and many, perhaps, who have acquired the notion that they are not needed.

A PREDOMINANCE OF THE BLACK LEADERSHIP ACROSS OUR NATION ARE PRODUCTS OF THESE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. A majority of the Black members of our United States Congress attest to this fact. Thousands of others in education, government, the military, religion, law enforcement, foreign service, and the list goes on, are the products of these institutions.

We must not use this precious time in calling names. But I must allow you to hear the voice of Ronald E. McNair who gave his life in the advancement of our space program:

"I thank God, that through a Black university, I had the chance to develop, the desire to be, and the opportunity to do."

WHILE OUR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES ARE STRUGGLING FOR SUPPORT TO REMAIN ALIVE AND VIABLE, THEY CONTINUE TO SET RECORDS IN THE ENROLLMENT OF NOT JUST BLACK STUDENTS, BUT A SIGNIFICANT NUMBER OF WHITE STUDENTS, AS WELL AS OTHER MINORITIES. This record is increasing from year to year, and the answer lies in the fact that these institutions have taken their places in the circle of higher education.

THE FUTURE OF THESE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IS BRIGHT. I NEED NOT SAY TO MEMBERS OF THIS COMMITTEE WHAT SOME OF THE PROBLEMS ARE THAT THESE INSTITUTIONS FACE. OUR PRIVATE INSTITUTIONS, PARTICULARLY, WHILE INCREASING IN ENROLLMENT AND PROGRAMS, MUST CONTINUE TO SEEK FINANCIAL HELP. You are familiar with the fact that 41 of these Historically Black Colleges and Universities are members of a national chest fund, The United Negro College Fund, and have found strong support from many areas of American life. However, these institutions must continue the struggle for adequate funding from many sources. We are happy to say that our federal government has been a rock on which we have stood, and we enter our plea at this time that your educational concern will not be lessened.

THESE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WILL UNDERGIRD OUR NATION IN THE YEARS THAT LIE AHEAD, AND WILL PROVIDE FOR THOUSANDS OF OUR NATION'S YOUTH THREE QUALITIES OF LIFE THAT WILL BUILD SOLID LEADERSHIP:

A. A SENSE OF DIRECTION in a confused and restless world. These institutions are giving priority status to this vital need.

B. A SENSE OF RESPONSIBILITY for guarding those lasting values of service through education that will continue to raise the quality of life for all people.

C. A SENSE OF DESTINY that will inspire our search for reasons for life itself, of who we are, and why we are here.

Again, I thank you for allowing me the privilege to appear here, and for your graciousness in receiving and listening to us.

Chairman **Hawkins**. Thank you, Mr. Bronson.

The final witness is Dr. Edison Jackson, president, Medgar Evers College, Brooklyn in New York.

Mr. **Jackson**. Thank you, Mr. Chairman.

To my own Congressman, Major Owens, I am pleased to come before you to testify on behalf of the historically black colleges and universities; Medgar Evers and other institutions stand for similar ideals.

I am the president of Medgar Evers College of the City University of New York. Although we are not officially an HBCU, the ideals for which it stands, the problems that it encounters, and the services that it offers makes it a typical HBCU-type institution. We have approximately 3900 students with 90 percent black and 70 percent female. We offer associate and baccalaureate degrees.

I would like to take this opportunity to pay homage to a great man, Congressman Augustus Hawkins, Chairman of the Education and Labor Committee, who will be retiring at the close of this session of Congress. You have been a man of wisdom, one who has had courage, foresight and forthrightness to sponsor the Black College Act and many other legislative efforts to improve the quality of life for black Americans, and yes, all Americans. Needless to say, the untiring efforts of Representative Hawkins have made a significant contribution to access and success for people of color in this country.

Sir, we owe you a great deal of thanks and gratitude.

By way of background, I have served in higher education in Washington, DC, New Jersey, and now New York City. This experience has allowed me to gain valuable experience of problems of blacks and other minorities and how the colleges have tried to deal with these problems.

In addition, I wish to state that I am one who has benefited from the National Defense Student Loan program at Howard University. I received $3600 in loans to finance my college education, and today, 20 years later, I have paid over $200,000 in Federal and state taxes, indeed a great investment on the part of this country.

We at HBCUs understand the capacity of education to transform individuals, people and a Nation. While some institutions and educators have made a trust with mediocrity, we at Medgar Evers have declared war on mediocrity.

My comments today grow out of an awareness of the contemporary issues and challenges facing our black and other communities in this Nation. I will not recite the statistics and the conditions, for they can be found in my written testimony to you. But we ask that American society cannot allow unemployment, inadequate education, ill health and other social and economic situations to destroy our growing number of American citizens. There is an urgency for us to find ways that we can, as educators and public policy makers, assist in arresting these conditions. The solution to each of these problems requires knowledge, bold initiatives, and commitment.

Therefore, I firmly believe that HBCUs have always risen to the challenge and continue to do so, but we need your continued support if we are to continue to meet these challenges.

Too often in our daily challenges, we see vast numbers of children in school who become angry and become alienated because they feel they have nothing to lose. We at Medgar Evers College believe we should serve as the model institution to help break the cycle that dooms so many of our young people in Brooklyn.

With the remainder of the time allocated to me, I would like to share two initiatives that are bearing fruit at our college. One is the expansion of our collaborative efforts with the community; that is, using existing community resources to increase enrollment and retention of students, and the other is the Hispanic male initiative. It is our position that education must be of necessity a collaborative activity involving a sizable cast.

Accordingly, Medgar Evers College has given close attention to the community and its components; that is, joint efforts and shared responsibilities as valuable in the education of our students. We see collaboration as a good way to increase minorities coming through the pipeline and getting through it.

Collaboration can help provide tutoring support to our students. Collaboration to adapt our academic division by lending expertise through guest lecturers and seminars, also collaborative efforts with local business, small incubator businesses in the provision of expertise and services. That is, the economic development of our community.

Third, the mentoring program with elementary, junior high and high school students, which is helping to reverse the number of dropouts in our schools. The colleges also pursue avenues to articulate high school curriculum with our freshman efforts at the college.

We have seen a 1,000 student increase from the fall of 1989 to fall of 1990. We think collaboration is the way to go.

In terms of our Center for the Study and Resolution of Black and Hispanic Male Issues, the overall objective is to facilitate, study and propose solutions to the many contemporary issues that have created the acute shortage of black and Hispanic males who pursue higher education.

At Medgar Evers College, male students comprise only 30 percent, up 2 percent from last year, of the student population. When one considers the fact that one out of every four young black males is connected to the prison system—probation, incarceration, parole, ex-prisoner, et cetera—this means that approximately one in every four families is impacted in a negative way.

Indeed, we have a black male crisis. The statistic for the Hispanic male, while not so catastrophic, is equally disturbing. We are proud to say that we are arresting the decline in males pursuing a higher education. We have seen a decrease in the number of black males.

The main programmatic thrusts of the Center are the following. I will read a few. You will find most in the testimony.

One, early intervention strategies to allow the colleges to interact with the student in the early part of the semester before the problem becomes acute.

Two, the program links high-risk students with the not-so-high-risk students, as well as the successful students, so that each group will gain an appreciation for each other through shared experiences.

Three, peer counseling program whereby the upper class male students become mentors for the male students in the program; again, reinforcement of the positive role model.

Four, each student in the program has a faculty counselor assigned to him.

Five, strong tutorial component with mandatory attendance at tutorial sessions, both group and individual, required.

Six, group activities such as attendance at athletic and social events as well as increased exposure for the students to the fine and performing arts area.

Seven, group counseling and self-esteem building experiences through the use of successful male role models in the community.

Eight, the program uses the intrusive counseling model, which is an aggressive and directed approach to counseling.

Nine, all participants in the program perform mentoring activities with kids enrolled in junior high and high schools in the area.

Also, we would like to recommend you look at ways of expanding the TRIO program with emphasis on the kind of collaboration which I identified, and that is collaborations between higher education institutions and the public schools. The best and easiest possibilities are in a greater variety of Upward Bound; two, allowing reaching further down to junior high and elementary to expand critical finds like sciences and engineering; three, to allow emphasis on black males as we found at Medgar Evers College.

Another possibility is a subset of new needs and new types of college and high school collaboration focusing on black and other disadvantaged minorities in our major urban areas, predominantly minority school systems.

And, four, collaboration between the two ought to be a high priority. Collaborations like these can indeed make a difference.

Lastly, we should talk to some of the school programs in other agencies such as the National Science Foundation, and the kind of programs represented by Medgar Evers with HBCUs. However, the resolution can encourage that type of cooperation and development.

The final question is: What is the role of the Federal Government, the appropriate role of the Federal Government in higher education? A more sensitive question is, does the Federal Government have specific responsibility toward specific populations?

Given the historical facts, this educator wholeheartedly believes that the Federal Government should continue to take a lead in promoting access, address the need, recognize merits and promote excellence.

Thank you very much.

[The prepared statement of Dr. Edison Jackson follows:]

# TESTIMONY

OF

DR. EDISON O. JACKSON

PRESIDENT

MEDGAR EVERS COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

ON BEHALF OF
THE NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY
IN HIGHER EDUCATION (NAFEO)

AT THE

U.S. HOUSE OF REPRESENTATIVES
COMMITEE ON EDUCATION AND LABOR
FORUM ON HIGHER EDUCATION ACT REAUTHORIZATION (HEA)
ISSUES IMPACTING BLACK COLLEGES AND UNIVERSITIES

RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C.

DECEMBER 10, 1990

Good afternoon. I am Dr. Edison O. Jackson, President of Medgar Evers College of The City University of New York, Brooklyn, New York. Although Medgar Evers College is not an official Historically Black College and University(HBCU), the ideals for which it stands, the population that it serves, the problems that it encounters, and the services that it offers, makes it a typical HBCU-type institution. Therefore, I feel comfortable in being here, and sharing my experiences with you.

Mr. Chairman and other distinguished members of this prestigious sub-committee, I am very proud and delighted to come before you to testify on behalf of the National Association for Equal Opportunity in Higher Education (NAFEO), Medgar Evers College and the other institutions, and ideals for which they stand. The main issues to which I will address my comments concern the role of HBCUs, the contributions that HBCUs have made in improving the lives of Blacks and Hispanics, in particular, and the society-at-large, in general, and the funding of Black colleges and universities under the Higher Education Act. My comments on these issues have also been addressed by several of my colleagues and are part of the official record.

Before beginning my testimony, I would like to take this opportunity to pay homage to a great man - Representative Augustus Hawkins, Chairman of the Education and Labor Committee - who will be retiring at the close of this 101st session of Congress. A man who had the wisdom, the courage, the foresight, and the forthrightness to sponsor the Black College Act (Title III B of the HEA), and many other legislative efforts to improve the quality of life for Black Americans (and later on, Hispanics) in this country. Needless to say, the untiring efforts of Representative Hawkins have made significant contributions to creating equity of access and success for people of color in this country. We owe him a huge debt of gratitude.

In presenting my testimony, I will provide my assessment of several of the contemporary issues that are facing educators today and those that will emerge as we enter the 21st Century. I will attempt to relate these issues with the services that Black colleges and universities, like Medgar Evers College, provide in addressing them; and the need to modify the basic tenets of the HEA to allow Black colleges and universities to more effectively deal with these problems.

## BACKGROUND

NAFEO represents over 117 colleges and universities throughout 24 states, the District of Columbia and the Virgin Islands. They enroll almost 285,000 students and graduate 30,000 students annually or approximately one-third of all Blacks who graduate with undergraduate, graduate and professional degrees. These institutions of higher education have made significant contributions through the work of their graduates to the well being of this nation.

Medgar Evers College, a member of NAFEO, is a unit within The City University of New York that offers both the associate and baccalaureate degree. It is the only institution in the University that has the specific mission to serve Black and poor students within Brooklyn. We have an enrollment of 3900 students with 98% of them being Black and 70% female. The demographics of Medgar Evers' students mirror those of most of the other member institutions in NAFEO, and other HBCUs. In addition, we offer degree programs that are responsive to the needs of the City and State of New York.

As I reflected upon the views that you have requested comments on, I was encouraged to learn that this sub-committee is assuming the leadership role in soliciting comments from those of us who have been most negatively affected by the current regulations as well as having benefited considerably from the same.

By way of personal background, I have served as faculty member and senior administrator in four institutions of higher learning spanning the East Coast to the West Coast. Also, I have had the privilege of serving either as chair and/or member of at least 30 some odd accrediting teams for regional accrediting bodies as well as the National League of Nursing. Most of the institutions served students for whom many of the promises of the Higher Education Act of 1965 were directed and have had a direct impact upon their ability to participate in the higher education enterprise.

This first hand experience has afforded me the opportunity to gain invaluable insights into the problems that confront Black, Hispanic and other minority students, as well as the innovative types of solutions that Black colleges and universities have implemented to deal with these problems.

In addition, I wish to state that I am one who has benefitted from the National Defense Student Loan Program at Howard University. I am one who received $3,600 in loans to finance my college education and today, twenty years later, I have paid almost $200,000 in federal taxes. I think that was a good investment. So good in fact, that I wish my own investments would render for me such a rate of return.

As one looks at contemporary issues that impact on the nation and society, the challenge for the federal government is not to do less for all of society, especially the disadvantaged, disenfranchised and poor of society, but rather to find ways for it to create greater success for all of its citizens.

We, at Medgar Evers College, and I dare say HBCUs, understand the capacity of education to transform individuals and a people and a nation; and have declared war on ignorance and mediocrity. However, we can not succeed in meeting these challenges and needs without the continued support of the federal government. Now is not the time for the federal government to reduce its support for higher education. As a matter of fact given the many adverse contemporary issues that confront our society today, and in the foreseeable future, the Federal Government should be searching for creative ways to increase funding to education, especially to HBCUs.

## CONTEMPORARY ISSUES

The rapid movement toward the 21st Century has wrought many problems and issues which have created for this nation new challenges that it has never faced before. These challenges are of such magnitude that failing to solve them may restrict our ability as a nation and a people to continue to enjoy our present standard of living and to maintain our leadership in the world.

Tens of millions of Americans are experiencing misery and despair. Close to one-third of Blacks and Hispanics in our society have incomes below the poverty level, three times higher than whites. The life expectancy for Blacks is falling and the infant mortality rate is rising. Unemployment rates for Blacks and Hispanics are more than two and a half times higher than that for whites. As one looks at the dreaded disease of AIDS, Blacks represent almost 30 percent. What is more devastating is the fact that Black women and children account for 50 percent of those infected. The use of drugs and violent deaths have reached epidemic proportions in our communities around this nation. In fact, the Black and Hispanic communities are the hardest hit in terms of this epidemic and many communities are almost under siege.

In a recent report entitled "One-Third of a Nation" by the Commission on Minority Participation in Education and American Life, certain stark realities are presented and documented. By the year 2000, minority groups will constitute one-third of all school-age children, 42 percent of all public school students in the nation, and 21.8 million of the 140.4 million people in the labor force. In many of our urban centers, the percent of minority youngsters who are illiterate or near illiterate is rising at an alarming rate. The Commission's current assessment is that America is moving backward - not forward - in its efforts to achieve the full participation of minority citizens in the life and prosperity of our nation.

The health care delivery system is undergoing massive changes which present new challenges and problems that, if not solved, will heavily deter the ability of the system to respond to the needs of many segments in society. The energy needed to have an expanded health care delivery system which speaks to the universal need to decrease the mortality rate of minorities and the poor is further undermined by the lack of trained health care workers.

It is clear that the American society cannot allow "unemployment, inadequate education, ill health and other social and economic hindrances" to continue to fester and to infect and destroy growing numbers of American citizens. It must be stated that centuries of institutional racism and decades of neglect and failure to act have created the desperate plight of our people today. What is more disturbing is that we as a nation are no closer to a solution to these problems and conditions today than we were a decade ago.

The call for action is ringing out loud and clear; yet our policy makers appear to have turned a deaf ear to these issues. We were warned by the Kerner Report that we are riding down a collision course creating a society of "Have's and Have not's."

Most of the social indices that our society uses to measure its quality of life would suggest that we are losing the battle. Losing the battle in our schools, in our streets, economically, the family and in a world sense.

The urgency for us is to find ways that we can, as educators, assist in the arresting of these conditions. The solutions to each of the problems that stymie the progress of freedom to all people requires knowledge, bold initiatives and commitment. In order to achieve this, we must have people who are able and willing to employ knowledge and resources in creative and bold ways. Mr. Chairman and members of this august body, I am encouraged, however, by your demonstrated commitment to make a difference.

## ROLE OF BLACK COLLEGES AND UNIVERSITIES

The role that HBCUs must play in the fulfillment of its collective mission is tantamount to the simultaneous fulfillment of the five stages of Maslov's hierarchy of needs ( Basic Physiological Needs - food, air, shelter, etc.-, Safety and Security, Love and Belonging Needs, Self-esteem Needs, and finally Self-Actualization) in our students. For many of our students who come to our HBCU institutions, the basic necessities of life are either lacking or in short supply; they tend to lack the sense of belonging because for most of their life many have been disenfranchised from mainstream America; in many instances, their self-estaem is low because they have been told time and time again, that they are incapable of succeeding at science, mathematics, engineering, and have not been exposed to the traditional liberal arts curriculum; finally and most importantly, our students come to us with a dream of becoming the best they can be i.e. self-actualization. In many cases, they have been kept in the basement of educational opportunities, having been denied equity of access to higher educational opportunities. On the other hand, students at other more traditional colleges and universities, come from environments where most of their basic Maslovian needs are already fulfilled. All that's left is their quest for self-actualization.

When viewed from this perspective, the challenge that confronts HBCUs, and colleges like Medgar Evers College, is how do we simultaneously fulfill our students basic Maslovian needs, as well as assist them in their quest for self-actualization, i.e. fulfillment of their dream of a good life. This challenge becomes all the more difficult given the current funding levels for HBCUs.

Medgar Evers College recognizes this most urgent need, and is positioned to play an important role in educating the leaders of the 21st century as well as create an educated and highly skilled work force. We at Medgar Evers College recognize the power and capacity of education to transform individuals and a people. We further understand the liberating force of education.

As we continue the implementation of our new agenda for Medgar Evers College, we have taken on the role of catalyst to focus on the problems of education, social justice, economic opportunity, science and technology, health and leadership.

We recognize in some quarters that public policy remains resistant to the kind of changes that must be wrought if we are to survive as a nation.

Too often in our daily travels, we see vast numbers of children unprepared for school, fail, become angry, feel alienated and turn on society because they have nothing to lose. Medgar Evers College believes that we must assume the role of serving as the model educational institution that will play a significant role in breaking the cycle that dooms so many of the young people in Brooklyn; the ones who turn to the alluring, often lucrative arena of drugs and crime. If we fail, along with other institutions, then our land will be racked by escalating domestic terroristic repressive efforts to control it, and eventual loss of freedom and opportunity.

We must not abandon a part of our mission and permit the loss of human success and destruction to continue. We have dedicated this institution as have our sister institutions in NAFEO, to help poor Black children and adults to acquire the skills necessary to succeed, and develop a sense of belonging.

While these issues appear to cause despair and disillusionment about the future, there is hope. A hope that has its roots in Black colleges and universities, since these institutions of higher learning have experience in dealing with the problems facing urban residents. Residents who, by the very nature of their existence in these urban and rural settings, are most likely Black and hispanic, and face or have faced the inner city plight of poverty, lack of proper educational opportunity, inadequate housing, drug abuse and AIDS. Black colleges and universities, with limited and constantly dwindling resources, have been at the forefront in successfully educating these constituents.

Black Colleges and Universities in the United States have been providing the leadership, in terms of creative new program development, and instruction. As one scans the educational, political, health care, energy and technological arenas, one is sure to find HBCU alumni in positions of leadership, not only in the United States, but in many Third World countries, leading the fight to provide quality educational opportunities, health care, etc., and political leadership to the Black and Hispanic nations and communities.

## The Role of Medgar Evers College

Medgar Evers College was founded as a result of collaborative efforts by community leaders, elected officials, the Chancellor, and the Board of Trustees of the City University of New York. The College was established in 1969 with a mandate to meet the educational and social needs of the residents of the Central Brooklyn community.

In keeping with the philosophy of the City University of New York, Medgar Evers College believes that education is the right of all individuals in the pursuit of self-actualization. Consequently, the College's mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal arts education. The College offers programs at both the baccalaureate and at the associate degree level, giving close attention to articulation between the two-year and the four-year programs.

Enabling minority students to attain higher levels of educational achievement is the undergirding philosophy of Medgar Evers College. It is the College's position that effective education in the 1990s must of necessity be a collaborative activity involving a sizable cast. Accordingly, Medgar Evers College is giving close attention to the concept of "community", and to its components - joint effort and shared responsibility - as valuable elements in the education of our students.

Consequently, the College has embarked upon an agenda that has its roots firmly grounded in establishing and expanding collaborative efforts between and among the campus community; external community, including special purpose educational support groups and traditional local organizations; and pre-school through graduate school educational community.

**Campus Community**

Frequent news stories, noting high rates of high school dropouts, and low and declining rates of college entrants, remind us of the need for action. But rarely mentioned is the large percentage of minority student college dropouts, which, in terms of societal and personal loss, may be the most significant statistic of the three.

In an effort to address this concern, Medgar Evers College has been examining the assumptions that underlie its plan for serving its students. What we are finding is that the current policies and practices as they pertain to providing support services to students, instructional modalities, and many of the assumptions that we made about our student, are creating obstacles to student success rather than facilitating and enhancing the learning environment. What we are doing is to rethink and revamp the many policies and practices to make them more "student-centered" i.e. make them student-sensitive and student-driven, rather than administrative and/or faculty-driven. Our curriculum has been revised to make it more relevant and encompassing. The result has been that over the past year our attrition rate has decreased substantially.

In terms of recruitment, we are undertaking an aggressive marketing/recruitment campaign, which includes lectures by the president and faculty at the surrounding area schools, churches, and community-based organizations. In fact visits have been made to junior high schools. These efforts have contributed significantly to our enrollment growth over the past year.

**External Community**

Schools, colleges, and universities often see themselves as being alone in their struggle to increase minority access and retention. In part, this situation is of own making as we often give the impression to our various external communities that we have all the answers to the problems associated with serving students. This is especially true of undergraduate institutions who rarely seek real involvement of the external community in campus activities, and seldom ask for community cooperation and/or assistance other than financial donations.

At Medgar Evers College, we have an established community advisory council, made up of community residents, which advises the president on the various problems and/or concerns, and even proposes solutions to contemporary issues that confront our students. In addition we are working with area businesses and organizations to "adopt" our academic divisions, by lending their expertise through guest lecturing, sponsoring workshops and seminars, and internships. In addition, the College is establishing collaborative efforts with corporations, local business development agencies, and small business incubator agencies in the provision of expertise, training, and entrepreneurial offerings and services to the community. These programs and services have contributed significantly to the success of our academic enterprise, community renewal, and the enrollment growth at the College.

**Educational Community**

As Medgar Evers College looked at what is happening in K-12 and higher education in the educating of the residents of the Central Brooklyn community (a predominantly minority community), we found that each system is experiencing both success and failure in meeting the educational needs of the students. What we found, in many instances, was that each system was trying to solve its problems in isolation from the other, even though both would benefit from closer working relationships. In an attempt to address these problems Medgar Evers College has established collaborative efforts with the many feeder high schools in the Central Brooklyn area (Liberty Partnership, Erasmus Project, LEAP, etc). In addition the College has many grant funded programs to prepare and encourage minority students to pursue careers in the sciences and engineering professions(MARC, MBRS, STEP, C-STEP, etc) The College is presently pursuing grant opportunities to establish a junior high school-high school-Medgar Evers College-Brooklyn College collaborative partnership to encourage and provide avenues for minority students to pursue science and engineering careers up through the doctoral level.

The College has an established mentoring program wherein Medgar Evers College students counsel and tutor high school and junior high school students. This has aided in reversing the high dropout rates. The College is presently pursuing avenues to articulate course content of feeder high schools and Medgar Evers College freshman year courses, and has an established Freshman Year Program to address the need to reverse the high rate of freshman attrition of our students.

The result of all of these collaborative efforts(Campus Community, External Community, and Educational Community) is that the College has been able to realize an unprecedented increase in enrollment over the past academic year: 21 percent increase in Fall 1989 over Fall 1988, over 24 percent increase in Spring 1990 over Spring 1989, and a 39 percent increase in Fall 1990 over Fall 1989.

The enrollment for the Spring 1991 is expected to show an approximately 30 percent increase over Spring 1990. We attribute these successes to the holistic nature of our collaborative efforts, as well as our intensive marketing/recruitment program.

What this is really saying to the funding agents is that we need to make additional monies available to expand collaborative efforts between and among HBCUs, high schools, junior high schools, community agencies, business and industry; as it is a strategy that has proven to be successful.

### Center for the Study and Resolution of Black and Hispanic Male Issues

Currently, Medgar Evers College is establishing a collaborative partnership with the New York State Black and Hispanic Legislative Caucus for the establishment of a Center for the Study and Resolution of Black and Hispanic Male Issues. The purpose of this center is to study and propose solutions to the many contemporary issues that have created the acute shortage of Black and Hispanic males who pursue higher education. At Medgar Evers College male students comprise only 30 percent(up 2 percent from last year) of the student population. When one considers the fact that one out of every four young black males is connected to the prison system (probation, incarceration, parole, ex-prisoner, etc) this means that approximately one in every four families is impacted in a negative way. Indeed, we have a black male crisis. The statistic for the hispanic male, while not so catastrophic, is equally disturbing. These statistics do not address the number of black and hispanic males who are victims of drugs. Therefore, it is incumbent upon us as educators to reverse this growing number of black and hispanic males who are associated with the penal system rather than the higher education system.

The underlying premise of the Center for the Study and Resolution of Black and Hispanic Male Issues is the concept of mentoring and early intervention. Successful black and hispanic males (business leaders, faculty, students, sports personalities) will serve as mentors to our young black and hispanic males and encourage them to pursue higher education opportunities instead of the often lucrative-short-term drug trafficking. It is clear that mentor-mentee relationships should be an integral part of our strategies for educating our youth.

The overall objective of this Center is to facilitate success for the black and hispanic male through early intervention and persistent counseling and enlightenment via the mentor-mentee relationship. It is hoped that by providing positive role models that the black and hispanic male student will acquire the necessary self-esteem and confidence to pursue self-actualization.

The main programmatic thrust of the Center for Study and Resolution of the Black and Hispanic Male Issues are as follows:

1. Early intervention strategies which allows the College to interact with the student in the early part of the semester, before the problem becomes too acute.
2. The program links high-risk students with the not-so-high-risk students, as well as the successful students,

so that each group will gain an appreciation for each other through shared experiences.

3. Peer counseling program whereby the upper-class male students become mentors for the male students in the program; again reinforcement of the positive role model.
4. Each student in the program has a faculty counselor assigned to him.
5. Strong tutorial component with mandatory attendance at tutorial sessions(both group and individual)required.
6. Group activities such as attendance at athletic and social events as well increased exposure for the students to the fine and performing arts area.
7. Group counseling and self-esteem building experiences through the use of successful male role models in the community.
8. The program uses the intrusive counseling model which is an aggressive and directed approach to counseling.
9. All participant in the program perform mentoring activities with kids enrolled in junior high and high schools in the area.
10. The program has a prison out reach component in which the program director has identified males who appear to be ready to resume a productive life.
11. Participants are required to enroll in college clubs and organizations, or start their own club or organization.

12. Major focus is self-help, and the building of self-esteem through learning to perform tasks well.
    Socialization skills component - learning how to dress for success, how to behave at social gatherings, how to order at upscale restaurants, proper etiquette, etc.
13. Development of study skills, test taking strategies, and social support thrust.
14. Socialization skills component - learning how to dress for success, how to behave at social gatherings, how to order at upscale restaurants, proper etiquette, etc.

With the emerging demand for intervention strategies in the early life of our youth, we will need well-trained, and dedicated people to meet these challenges. The degree to which we as educators are successful in meeting the educational and social needs of our students, will determine the extent that this and next generation of people will have opportunities at achieving a decent life.

## ROLE OF THE FEDERAL GOVERNMENT

A question that is central to this discussion is: "What is the appropriate role of the Federal Government in higher education?" A further and more sensitive question is: "Does the Federal Government have particular responsibilities towards specific populations?

Given the historical facts and the inherent inequities in the socio-economic and political systems, this educator wholeheartedly believes that the Federal government should take the lead in promoting access, addressing need, recognizing merit and promoting excellence. Black colleges and universities whose missions and charters are to serve the under-prepared and socio-economically deprived students, should be funded at disproportionately higher rates than other more traditional universities whose student demographies match those of the "typical American;" in an effort to correct the glaring inequities in our society.

The overriding philosophy should be that education and access to equal opportunities in education is a right not a privilege.

**The Need for Minority Professionals**

As most, if not all, of our professions (teaching, medicine, engineering, research, businesses, etc.) are being depleted by retirements, and other normal attrition, the need to increase the number of minority professionals to fill these present and future voids has never been more urgent. As our public school systems in our larger urban centers are being taken over by minority students, there is a large and growing pool from which to choose. However, if our students are not provided with the avenues to achieve their fullest potential, then the future of this nation is being jeopardized.

It is becoming increasingly more and more obvious that the Federal Government must intervene and take the necessary legislative action, and provide the required resources to facilitate the educating of our minority students to prepare them to assume their rightful place in this society. As HBCUs are more experienced in preparing minority students for professional life then it is incumbent upon us to assume the leadership role in this process. However, the Federal Government must also play its part by providing the needed incentives to allow the HBCUs to carry out its mission. America has, at various levels, in the past been able to solve its most pressing needs for human resources by offering the appropriate incentives to its citizenry. The time has come for it to do the same for HBCUs to allow them to prepare their students to fill the growing need for minority professionals.

## CONCLUSION

NAFEO and its member institutions are committed to providing a high quality, baccalaureate education for every student who is academically able, individually motivated and personally dedicated. I know that Medgar Evers College wholeheartedly embraces this philosophy. Black colleges and universities will continue to devote their attention to academic achievement, cultural attainment and spiritual upliftment. We look forward to the day when family income, race or national origin, or the color of one's skin, will have less to do with the education one receives and the extent of one's personal achievement. We are committed by the very nature of our charter to bring about equity and equality of opportunity for our more disadvantaged students. We will work with the President, the Secretary and the Congress to accomplish the changes that must be made to ensure that every American citizen has the that must be made to ensure that every American citizen has the same opportunity for educational success.

Thank you for giving me the opportunity to testify before this prestigious committee.

Chairman Hawkins. Thank you.

Mr. Owens?

Mr. Owens. Thank you, Mr. Chairman. I want to thank you for inviting Dr. Jackson to testify today. He is President of Medgar Evers College in my District. He has been there only a short period of time, but we have seen tremendous changes in that short period of time.

Everything has a special dynamism in Brooklyn and Medgar Evers has been the recipient of that dynamism. Mr. Jackson has been the fourth President of this college. There has been quite a bit of turmoil in the stages of its development. It is only about 25 years old. Because it is so new, it is not included among the historically black colleges and universities.

My first question, Dr. Jackson, is: Would you comment on the Higher Education Assistance Act, the last one, and the benefits that are received, and tell us a little bit about what might be included in the new reauthorization that will help schools like Medgar Evers?

Medgar Evers College is a predominantly black school, 98 percent. It is located in the 12th Congressional District, the 10th poorest Congressional District in the country. Congressman Towns' District is the fifth poorest. So, we have a tremendous poverty problem, a tremendous number of young blacks who are very poor.

Yet, we can get the full benefits of some of the provisions we have provided for HBCUs. Would you comment on what areas we might move in to deal with this type of problem which is faced by a number of inner city colleges and universities established in the last 25 years which are not included in the HBCUs.

Mr. Jackson. My conviction is that if we are going to arrest the decline in our educational system we have to find ways of developing more collaborative systems between the K through 12 and the institutions of higher learning.

At Medgar Evers, we have tried to develop those collaborative efforts to reach young people very early in the education arena.

It seems to me as we talk about the Reauthorization of the Higher Education Act, we also have to look in terms of linkage and looking at the higher education institutions on a continuum. It is not just when students get to college but rather how do we create greater success and opportunity from the day the youngster enters kindergarten so we can increase the number of individuals who come through the system.

Medgar Evers has benefited from Title III. It has been a tremendous boost to help us create opportunities to move the institution and allow us to deliver more on the promise.

Mr. Owens. What part of Title III?

Mr. Jackson. Developing institutions.

So we have been able to participate in that for the last 10 years. That has enabled us to develop infrastructure in terms of computer support, in terms of faculty development, in terms of working with our infrastructure, in terms of assessment. So we participate that way.

Now, in terms of fixed aid, one of the problems that has developed over the last 10 years is the declining number of dollars available for grants and a greater reliance on loans. That serves as a barrier to many of our students who want to come to college and to incur the kind of debt necessary to complete a higher education.

We need to think in terms of looking at increasing the number of grants available, especially for the first two years of higher education, with the idea that young people who may enter into education will not see loans as a barrier.

We have had great success with the TRIO programs They have demonstrated their worth and value in this country. We need to develop more dollars and create greater models within our urban centers and around this country so that more young people can enter the pipeline and have the mentor support to allow them to know and find that higher education is a possibility and that it indeed is real.

So I would suggest that, one, Medgar Evers has benefited to some extent from the legislation, but I suggest to you that there is much more that needs to be done in terms of expansion of those components, the financial aid, TRIO programs and collaboration.

Mr. **Owens**. Thank you.

Congratulations on the tremendous job that you are doing.

President Humphries, a bit of trivia correction here. I did not quite get your statement that only Florida produced a black physicist over what period?

Mr. **Humphries**. That was in the state, not the country.

Mr. **Owens**. Thank you. I wanted to get that trivia straight.

You mentioned that more HBCUs should engage in graduate education production and Ph.D.s. Can you explain a little more about how you would go about doing that and what kind of collaboration and cooperation among the HBCUs we can expect.

Your schools start so far behind in terms of labs, facilities, and the right capital funding for facilities. Is there a master plan in the works where you specialize?

I am impressed that Tuskegee specializes in veterinarian medicine. It is one of the few schools in the country and they can build on that.

If HBCUs are going to try to do more in the area of Ph.D.s, would you specialize so we don't have a scattergun approach which leaves all of you inadequately funded for the job?

Mr. **Humphries**. I would like to expand on what I recommended. Let me put it in context for you a little bit.

We have done a job in this Nation of producing black baccalaureate people. I think everyone would agree that we do that very, very well.

By and large there is an absence of graduate programs in historical black colleges and universities.

But we don't have that throughout the HBCUs. At my school, we have one in medicinal chemistry, pharmaceuticals, and one in environmental toxicology, all Ph.D.s.

We produce a black Ph.D. in pharmaceutics and we double the number in the Nation. The rest of our schools are doing a very poor job of educating blacks at the Ph.D. levels.

If we have the ability to produce at the undergraduate level, we should go to the next step. In doing that, we will put a little pressure on the rest of the country to say you can, in fact, produce black Ph.D.s in this country.

So we cannot make a start by saying a single school should have a very comprehensive program at the graduate level. But schools have to have a program to which they can apply which will give them the necessary resources to build on the strengths that they have in terms of the Ph.D. production in HBCUs.

That may mean at school X, which has a very strong program in physics at the undergraduate level and an appropriate number of professors, with additional support they can make the jump from an undergraduate to masters and Ph.D. levels.

At school Y, it may be sociology. The program that you would have would be a program that recognizes all the needs to have a first-rate graduate program.

The program I told you about is the center for science and excellence. I will give you some examples of schools that profited from that.

The National Science Foundation put a heavy infusion of dollars into largely predominately white institutions, the University of Kansas, Florida State University. They built the buildings, equipped the labs, and gave the money for the initial program of support for the enhancement of faculty. It went in the science areas. All of that is a matter of record.

They cut that program out, but they established, because they wanted to establish, 32 scientific centers in the Nation. So they took schools that were on the verge of being pretty good and infused them with everything they needed, money for building, money for equipment, money for additional faculties, and let the school grow to that over a sustained period of time.

I am suggesting the same thing. We keep talking about the number of blacks getting Ph.D.s in 1976 when we produced over 1000 in 1986. We are down to 800. The only ethnic group doing this is us. We are on the decline in terms of Ph.D.s. It is time to say let's look at these HBCUs and see what they can do.

Mr. OWENS. You want to add five more schools to the section 326 program?

Mr. HUMPHRIES. Yes.

Mr. OWENS. You say they are going to be the producers of Ph.D.s or do you have something broader in mind?

Mr. HUMPHRIES. Those five schools have professional schools, law schools, et cetera. The same principles that undergird section 326 for the medical schools are the same principles that have to undergird those law schools. Those are the law schools in our institutions that need the help to be strengthened, increase library and academic school so we can produce a larger number of black lawyers.

There is an underrepresentation of black lawyers in this country. Those schools don't get any support. We need to do for those law schools as we do for Morehouse, Meharry, and Drew Medical College in California.

Clark Atlanta University is in section 326 and as President Albright stated, Tuskegee has the only black veterinarian school. It produces black veterinarian medical graduates. The DMVD, whatever is the proper term for that, they produce them. Clark Atlanta is the comprehensive graduate school. We need to keep that school producing on a comprehensive level, Ph.D.s.

We are a pharmacy school. We are the only black pharmacy school that offers a Ph.D. that needs to be strengthened.

Xavier has a pharmacy program that needs to be strengthened. Those are critical need areas of our society to help us advance all the time. Those schools should be added to 326.

In addition, we should make allowances in 326 so that schools that offer doctorate degrees should have funds to strengthen their doctorial program.

Beyond that, we should have the ability for those schools that do not offer doctorates to grow to produce them. That is where we are going to have faculty for our schools, faculty for CCNY up in New York where everybody says we are going to have a problem finding faculty. The white schools are not producing them. We need your help.

Mr. **Owens**. You have all this on the record in terms of proposals that you are making and we will be looking at it.

I hope you will address yourselves to the question of is there a master plan, a strategy among yourselves to parcel this out so it makes sense and we can direct our resources in that way.

Mr. **Humphries**. We certainly can get that done.

Chairman **Hawkins**. I wonder where all the initiative is going to come from to do what Dr. Humphries has suggested. It seems to me that this committee has to take the leadership if the initiative is going to take place.

So I simply remind you of the great obligation that you have on this committee. I am not trying to be mischievous, but some initiative is going to have to be started someplace.

I don't expect the Department of Education or the Feds to do it unless they are—well "pushed into it" sounds like the phrase. Somebody will have to do the pushing.

Mr. **Owens**. This time we will have the advantage of a major, loud, respected voice out there as a citizen to lobby for us and give us some help. I am sure we will be more effective than ever.

Chairman **Hawkins**. Being on the outside, maybe I can create a little hell.

Mr. **Owens**. We expect that.

Chairman **Hawkins**. Mr. Hayes?

Mr. **Hayes**. We have benefactors of excellent testimony from all the panel. I regret very much, Dr. Humphries, that your historical reference was not in writing.

Mr. **Humphries**. It will be.

Mr. **Hayes**. We will get busy on it. This kind of support that we are talking about is not going to be easy to come by. We won't be able to accomplish it in the same time frame that Mike Tyson did Saturday night, when he earned $3.2 million. You must understand that some of what is happening to our black, poor students is not by accident. I say it is by design. We need to understand and approach it from that angle.

Chairman **Hawkins**. Dr. Albright, you made reference to the number of applications being received. I didn't get how this related to the number of enrollments, if there was some comparison. If you have those statistics, I would suggest you provide it for the committee.

Mr. **Albright**. We will provide it, Mr. Chairman.

Chairman Hawkins. Thank you.

If you can submit that to the committee, we will keep the record open.

Mr. Albright. We will be happy to do that.

Chairman Hawkins. May the Chair thank all the witnesses. You have been very helpful to the committee. We certainly appreciate the contribution that each of you is making.

Our next panel is Dr. David Beckley, President, Wiley College; Mr. George Knox, Vice President of Public Affairs, Philip Morris Companies, Inc.; Dr. William Harvey, President, Hampton University; Mr. Tyronza Richmond, President, North Carolina Central University; Dr. Charles Walker, Chancellor, University of Arkansas.

## STATEMENT OF DR. DAVID BECKLEY, PRESIDENT, WILEY COLLEGE; MARSHALL, TEXAS; GEORGE KNOX, VICE PRESIDENT OF PUBLIC AFFAIRS, PHILIP MORRIS COMPANIES, INC., NEW YORK, NEW YORK; DR. WILLIAM HARVEY, PRESIDENT, HAMPTON UNIVERSITY, HAMPTON, VIRGINIA; TYRONZA RICHMOND, PRESIDENT, NORTH CAROLINA CENTRAL UNIVERSITY, DURHAM, NORTH CAROLINA; DR. CHARLES A. WALKER, CHANCELLOR, UNIVERSITY OF ARKANSAS, PINE BLUFF, ARKANSAS

Chairman Hawkins. Dr. Harvey, I understand you have a time problem. Perhaps we will take you first to accommodate your schedule. Mr. William Harvey, President of Hampton University, Hampton, Virginia.

Mr. Harvey. Mr. Hawkins and other distinguished members of the House Committee on Education and Labor, I thank you for this opportunity to address the issue of Federal endowment building assistance to historically black colleges and universities, HBCUs. In so doing, I meld my voice with the voices of others with a demonstrated, continuing commitment to strengthening the black colleges and universities in the Nation.

One of the most committed voices among us is that of your own illustrious Chairman, Representative Augustus P. Hawkins who, throughout his tenure in Congress, has consistently advocated legislation which would ensure the viability of HBCUs. Therefore, I take this opportunity to express my appreciation to you, Mr. Hawkins, for your continuing advocacy of those legislative initiatives which would sustain and strengthen some of the Nation's richest resources—our HBCUs.

The facts of my long-standing link to HBCUs bespeak my unshakeable faith in the power and potential of these remarkable institutions. I am enormously proud of my doctoral degree from Harvard University. But I am even more proud of my association with Talladega College and Virginia State University for their careful nurturing of those skills and talents which rendered that achievement possible.

I am also proud of Hampton University which has given to me as President, the opportunity and the pleasure of carrying on the noble tradition of providing for minority youth the solid living, learning, and nurturing experiences which are the hallmarks of HBCUs.

I come today to ask you to assist HBCUs, specifically, the Endowment Grant Program. One thing that you need to know is that I am a strong advocate of our helping ourselves as well.

In this regard, Hampton University recently completed its Hampton Harbor project, a retail residential and commercial development, consisting of 60,000 square feet of commercial rental space and 246 two-bedroom apartments. This project will do many things, including help us to help ourselves. I have long been an advocate of empowering the African-American community through self-sufficiency. This project will greatly enhance our ability to do so. For an example, all after-tax profits from the Hampton Harbor project will be utilized mainly for scholarships for students. This means that a student who may not have had an opportunity to get the Hampton experience will get the chance to do so because of this commercial project. Additionally, the project will create jobs, provide services, create a class of African-American entrepreneurs, and expand the tax base in the City of Hampton through payment of taxes. As you can see, this alternative source of revenue gathering for the university, in addition to all of the benefits of the project, is also an outstanding example and model of self-sufficiency and empowerment for the African-American community.

As you are aware, the Endowment Challenge Grant was initially a set-aside for HBCUs. This is no longer true. During the set-aside years, 1984 to 1986, HBCUs received about 50 percent of the funds and, during the non-set-aside years, 1987 to 1990, only 13 percent of the funds. In fact, in 1987, out of 36 grants awarded, only three grants went to black colleges, and in 1988, of the 24 grants awarded, only eight grants went to black colleges.

Over a broader period, 1984 to 1990, the total distribution of funds provided 66 HBCUs with 105 grants/grant reservations, totaling $32.9 million. During this period, 1984 to 1990, a total of 198 institutions, including the 66 HBCUs, received 283 grants/grant reservations, totaling $114.5 million. These figures reveal, if nothing else, that the original intent of the Endowment Grant Program is not being fulfilled. Therefore, legislative changes need to be made in the reauthorization of the Higher Education Act to restore the original intent. A set-side for HBCUs, as originally conceived and authorized by the Congress, would do just that.

Former initiatives, as well as more recent ones, have served and continue to serve as a source of hope for the continuing viability of HBCUs. The President's Excellence and Education Initiative of the 101st Congress, sponsored by Senators Pell and Kassenbaum and the Equity and Excellence in Education Act, sponsored by Representative Hawkins, are excellent examples of recent initiatives. As you know, in the House-Senate Conference Agreement on the two initiatives, an endowment set-aside of $20 million was included for HBCUs in Title III-C. This provision had bipartisan support and support in the higher educational community. Although this legislation did not pass the 101st Congress, these legislative initiatives sent a message that the Congress wants the Federal Government to play a significant role in preserving and advancing these "national resources," the HBCUs.

On behalf of the historically black colleges, I reiterate our appreciation for these proposals which signal the government's commitment to enhancing the positions of these institutions. In order to maximize the utilization of HBCU resources and to improve programs and physical facilities as expeditiously as possible, I propose for your consideration the following modifications in the reauthorization of the Higher Education Act.

The inclusion of set-asides in the Endowment Grant Program to ensure that the program designed to aid HBCUs does, in fact, fulfill its original intent.

Flexibility in the legislation which allows any HBCU with the capability to generate endowment support to participate in the Endowment Grant Program, to include the removal of language which penalizes those HBCUs which have been more successful in building their endowments in the private sector, and perhaps to include a classification of HBCUs according to their fund raising potential and level of endowment. Very simply what I am talking about is, those institutions such as Hampton, in the last ten years we have increased the endowment from $29 to $80 million. We have done so in the private sector. We ought not be penalized for helping ourselves. Right now language in the legislation includes that. We would like to have that removed.

Thirdly, a reduction hold out period for large grant recipients from ten years to five years, with large grants to be interpreted as those exceeding $1 million.

An increase in the number of grantees by limiting the amount of grants to $1 million when the appropriations are $10 million; $2 million when the appropriations are $11-20 million; and no limit or a higher limit when appropriations exceed $21 million.

To assist the Congress and the Administration and to speak with one voice relative to legislation and appropriations for the HBCUs, a black college joint legislative committee representing HBCU members in NAFEO, the United Negro College Fund, and the Office for the Advancement of Public Black Colleges has been formed. This committee, which I chair, is composed solely of presidents representing the above organizations. The committee seeks your support of the following actions. It is our hope that these actions will precede reauthorization of the Higher Education Act.

An increase in the minimum grant provision in Title III, Part B of the Higher Education Act, from $350,000 to $500,000.

The addition of five HBCU graduate schools under Title III-B: The Florida A and M School of Pharmacy; the Xavier University School of Pharmacy; the North Carolina Central University School of Law; the Southern University School of Law; and both the School of Pharmacy and the School of Law at Texas Southern University, the latter to split a share.

The latter recommendation carries with it a request for grandfathering positions for the five HBCU graduate schools already included in Title III-B.

Mr. Chairman and members of the Committee on Education and Labor, the case for increased support of historically black colleges and universities is a clear and compelling one. Increased investment in these vital resources is an investment in our Nation, for their value is indisputable. We cannot afford the immediate and long-term cost of relegating their continued viability to a place of lesser importance. That you have taken appropriate initiatives is a source of encouragement to us all. That you have graciously extended to me this invitation to present our views is a clear indication that you perceive, as we do, the enormous possibilities for progress inherent in our collective efforts to position HBCUs for the certain educational, social, and moral challenges which shall face us in the decades ahead.

Thank you.

Chairman **Hawkins**. Thank you. We will go to Dr. David Beckley from Wiley College.

Mr. **Beckley**. Our college is affiliated with the United Methodist Church. We are a church-related, co-education, liberal arts institution with a student enrollment of 475. We offer the Associate of Arts and Bachelor of Arts and Science degrees. Our purpose is to provide, within the liberal arts program, broad-based undergraduate instruction which is designed to develop students for leadership and service in the State of Texas and throughout the southwest.

I am pleased to join my colleagues today to give the members of this committee a comprehensive understanding of the strengths and the needs of the Nation's historically black colleges and universities in order to provide a backdrop for the upcoming reauthorization of the Higher Education Act. Along with other black college presidents, I am deeply indebted to Chairman Hawkins for his dedication and commitment to the strengthening and perpetuation of the Nation's historically black colleges and universities. As a result of your efforts, we have become full partners in the higher education community. Along with Senator Paul Simon, you championed our cause in the Congress—securing enactment of the Black College and University Act—when others thought we would surely fail. The landmark legislation, enacted as part of the Higher Education Act Amendments of 1986, P.L. 99-498, committed the Congress and the President to a Federal assistance program dedicated exclusively to enhancing black colleges and universities. Without you, the almost $98 million in Federal assistance being directed to 97 primarily undergraduate institutions, and to five graduate and professional schools would not have been possible.

The Title III, institutional aid program has always been a source of much-needed financial support to black colleges and universities. We hope that your colleagues on this committee and all of those who will serve in the 102nd Congress will understand the need to continue this valuable program. Part B of Title III is not just an institutional aid program for a very critical segment of American higher education. We believe it should be viewed as a valued link in the chain that must produce America's black teachers, engineers, lawyers, doctors, accountants, business leaders and entrepreneurs elected and appointed political leaders, computer programmers, and hotel managers and chefs.

In 1986 when Congress authorized the creation of the Black College and University Act under Title III, Congress changed both the substance of the program as well as the way in which grant funds were awarded to eligible institutions. Part B institutions or historically black colleges and universities are awarded funds under a formula-driven program which considers three criteria: one, the number of Pell Grant recipients enrolled at each institution compared to the universe of Pell recipients at participating HBCUs;

two, the number of students who complete their course of instruction in four or five years of study; and three, the percentage of students who graduate and then enter professional or graduate school.

These criteria are designed to provide an incentive for HBCUs to provide access to low income students; to encourage timely completion of baccalaureate study; and to encourage black colleges to encourage their talented students to pursue postgraduate educational opportunities. In order to ensure that the smaller colleges, primarily those affiliated with the United Negro College Fund, UNCF, as well as those two-year public institutions which participate were treated fairly, a $350,000 minimum grant provision was included in Part B.

As the appropriations committees and the Congress have increased Part B funding over the past five fiscal years, the increases have disproportionately benefited the larger black public institutions. Providing an increase in the "floor" for the smaller colleges, both public and private—that maintain high quality and small enrollments—will reduce the growing inequity between the larger public institutions and the other Part B institutions.

The Black College and University Act was written to provide equitable and fair treatment and proportional support, based on the three criteria in Section 324, to each of the participating historically black colleges and universities. Maintaining fairness and equity in the allocation of increased Title III funding is critical to continuing this basic purpose.

In the brief four years since enactment of the Black College and University Act, although Congress has provided increases each year over the previous year funding, none of the increase has gone to schools like Wiley College. During that time period, the average tuition, room and board, and mandatory fees at American colleges and universities has risen 7 to 9 percent each year. While UNCF institutions strive to keep our tuitions low by raising funds in the private sector, black public colleges do the same with increased state support, there are some things we can't control like utilities, food service, and in some cases salaries and wages paid. Against this backdrop of rising costs, we come face to face with rising college costs and the diminished capacity of lower income black parents to pay. Although we do not use Title III funds to pay for utilities, food service and staff salaries, any increase in Title II funds "frees up" other general funds for these types of ongoing expenditures.

A modest increase in the $350,000 statutory minimum coupled with a specific directive to the department to give priority in the use of any increased funds to increasing the allocation of the smaller schools—at the earliest possible time—represents an attempt to equitable distribute Title III funds to all eligible black colleges and universities.

I want to emphasize that my recommendation—to increase the Part B floor from the current $350,000 minimum to a $500,000—is one that is shared in and supported by both the United Negro College Fund, UNCF, and the National Association for Equal Opportunity in Higher Education, NEFEO. Public and private black college presidents agree that the 15 public and private institutions currently receiving the $350,000 minimum need and deserve an increase in funding.

The following 15 schools will benefit from an increase in the $350,000 "Floor" to $500,000: Carver State Technical College, Alabama, Concordia College, Alabama, Fredd State Technical College, Alabama, Selma University, Alabama, Arkansas Baptist College, Shorter College, Alabama, Edward Waters College, Florida, Lewis College, Michigan, Mary Holmes College, Mississippi, Barber-Scotia College, North Carolina, Knoxville College/Morristown Campus, Tennessee, Jarvis Christian College, Texas, Southwestern Christian College, Texas, Wiley College, Texas, and St. Paul's College, Virginia.

While we understand that Congress may want to postpone making this change until reauthorization, we also hope you will consider making this change now, raising the Part B minimum to $500,000 not only will treat all HBCUs more equitably, without reducing the awards of the larger institutions, but it also targets appropriate funds on the neediest schools.

At Wiley College, for example, the $150,00 increase will allow us to put in place a program to address the problems of special at-risk students who are experiencing special academic problems. Since we have not received an increase over the last four fiscal years, asking us to wait for two more years only adds insult to injury to these students that we are losing for the lack of special assistance. There are sufficient funds in the recently signed fiscal year 1991 Labor, HHS and Education Appropriations Act, P.L. 101-517, to fund this increase without reducing the award to any school. Because the $3 million required to fund this increase would come from newly appropriated funds, and there are no Part B institutions currently receiving an award between $350,000 to $500,000, no HBCU would have its funding reduced below its current award level.

Finally, Mr. Chairman, we also believe that five new graduate and professional schools should be added to Section 326. I mention this issue here, briefly, only because the black college community considers these two issues as being "linked" and we hope the Congress will act on them at the same time. As my friend and colleague Dr. Thomas Cole will elaborate, we hope that you will add: one, the Florida A&M School of Pharmaceutical Sciences; two, the Xavier University School of Pharmacy; three, the Texas Southern School of Pharmacy, or the Thurgood Marshall School of Law at Texas Southern; four, the Southern University School of Law; and five, the North Carolina Central School of Law to Section 326.

The addition of these institutions will round-out our effort to target limited Federal resources on those graduate and professional schools that are preparing young African-Americans for careers in law, medicine, veterinary medicine and the health sciences.

These concludes my prepared testimony. I would be happy to answer any questions you may have.

Chairman Hawkins. Thank you.

Our next witness is Mr. George Knox, vice president of public affairs of Philip Morris Companies.

Mr. Knox. Thank you, Mr. Chairman.

Mr. Chairman, and distinguished members of this committee, my name is George Knox, and I am Vice President, Public Affairs, of

Philip Morris Companies, a graduate of Tuskegee and Harvard Universities.

I have been asked to comment on why corporate America supports Historically Black Colleges and Universities. Like all American corporations, Phillip Morris has a compelling interest in securing the educated work force necessary to enable us to survive in an intensely competitive global market place. Corporate America is concerned with its ability to compete in that market place, and it is becoming clear that our success will increasingly depend on our ability to make full use of our human resources.

Increasing access to higher education, especially among the minority poor, is critical to achieving that goal. From that perspective, the Historically Black Colleges and Universities are an especially strategic asset in America's competitive arsenal.

Today I would like to briefly outline the reasons for industry's greater dependence on the graduates of those institutions and discuss their importance in helping our Nation meet its need for highly skilled and trained people.

American industry faces the consequences of the declining birth rate of the seventies.

In the decade of the nineties, there will be almost 25 percent fewer labor force entrants than in the eighties. In the turn of the century, we will have the same number of young people in the work force as we had in 1973, but our economy will be twice as large.

Further, a higher percentage of those young people than in the past will be minorities. Currently less than a third of the white population is under age 19, but 40 percent of the African-American population is under that age.

It is estimated that minorities will account for a third of the net work force additions in the nineties. Even as industry faces a shortage of available people, because of demographic change, it faces a shortage of skills as well. Changes in technology and the growth of the service sector have brought changes in the skills requirements in our economy. The Labor Department's "Work Force 2000" study indicates that for the first time in our history, the majority of new jobs in our economy will require education beyond high school.

We are entering an area in which most jobs will require higher levels of math, language, reasoning and communication skills. Those requirements will intensify as industry adopts advanced technologies and restructures its operating methods to place greater reliance on decentralized units and work teams.

Most companies today emphasize individual initiative and responsibility as the most effective way to increase productivity and, therefore, competitiveness. The success of that strategy requires a work force that is highly skilled and comfortable with change. So the private sector's concerns with education and especially with minority higher education is rooted in those two basic factors that will shape our future economy: work force demographics and higher skilled requirements.

Industry today is asking itself whether we will have enough people available in the future to do the work that we project. That question drives the concern many companies have about the education gap that leaves many minorities a major chunk of the future work force, without the skills and educational attainment required even in today's economy.

A third of white high school graduates, for example, go on to college. The black college enrollment blacks, just over a fourth of high school graduates enter college, and the number of blacks studying for advanced degrees in such economically important areas in engineering, in physical sciences and technical industries is quite small. That contains the seeds of a national economic dilemma.

There will be a higher proportion of young black people in the work force but fewer have the higher education necessary to enable American industry to be competitive.

Industry's concern is exemplified by the rising corporate involvement in efforts to improve public schools, and supporting efforts to help children in risk and in assisting colleges and universities that have proven successful in educating people from poor and minority backgrounds.

Many companies, including my own, have supported the Historically Black Colleges and Universities, because one, they education people in the skills our economy needs, and two, they educate people who might not otherwise receive the training our economy needs.

Let me briefly elaborate on these two points. Despite the adverse conditions that afflict many of these institutions and their students, they have proven their value as effective producers of highly skilled, productive graduates. The historically black colleges account for only three percent of America's institutions of higher learning, but they graduate about a third of all blacks earning bachelor's degrees.

They have demonstrated flexibility and foresight in adjusting their curricula to meet the needs of our changing economy, and to better prepare their students for careers in fields that contribute to our society's productivity.

Over the past two decades, they have strengthened their business departments, upgraded course offerings in technical areas such as engineering, created dual degree engineering programs and expanded science curricula.

The 45 Historically Black Colleges and Universities that are members of the UNCF, for example, now award almost a third of their degrees in such fields as business administration, management, banking and finance, and related areas. Double the percentage of a decade ago.

And there is a clear trend toward enrollments in technically oriented majors such as computer science. The Historically Black Colleges and Universities have achieved an outstanding track record in producing people with the business and professional skills our economy needs, as I said.

Their value to our economy is compounded by their success in providing access to higher education for young people who wouldn't otherwise have had the opportunity.

Now, there is a clear correlation between a young person's education achievements and his or her family's educational background and economic status. Compared with all private college students nationally, the students at historically black colleges are twice as likely to be the first in their family to attend college, more than twice as likely to come from single parent households, and two-and-a-half times as likely to come from families with annual incomes of less than $25,000.

The great achievement of these institutions and their great value to our society lies in their ability to serve as bridges to mainstream careers for large numbers of young people for whom what I just said is descriptive, with risk factors associated with failure in our society.

Their effectiveness as engines of social mobility and as contributors to economic productivity is depicted in numerous studies like the 1986 survey of over 2,000 alumni of private black colleges conducted by the late professor Daniel Thompson of Dillard University.

Professor Thompson found that 95 percent of alumni from blue collar families, but that 76 of those alumni hold management or professional positions themselves and that 46 of them are the first African-Americans ever to hold positions they occupied.

I would also like to refer to the study made by Dr. Jacqueline Flemming. Dr. Flemming's study, referred to earlier, also found that the students at historically black colleges experienced cognitive growth. She wrote that, quote, black colleges appear to effectively impart the orientation and skills that allow black students to function well in the larger society: aspiration, confidence, motivation and the ability to enjoy competition in the integrated word.

I would like to add that those qualities are valued by the business community and are qualities for effective worldwide competition.

Our own experience for graduates of predominantly black colleges and universities certainly bears out those findings. From the perspective of productivity, of producing maximum output with minimum inputs, the historically black colleges are doing and extraordinary job of retaining and graduating students who have acquired the skills necessary to excel.

That means they are doing an extraordinary job of meeting the needs of our future economy. The Historically Black Colleges and Universities are an indispensible resource in an American industry struggle to survive in a competitive environment.

Thank you very much.

[The prepared statement of George Knox follows:]

**Testimony By**

**George Knox**
**Philip Morris Companies Inc.**

**Before the House Committee on**
**Education and Labor**

**December 10, 1990**

Mr. Chairman, distinguished members of this Committee:

My name is George Knox, and I am Vice President, Public Affairs, of Philip Morris Companies a graduate of Tuskegee and Harvard Universities.

Philip Morris Companies compete in the food, tobacco and brewing industries. Like all American corporations, we have a compelling interest in securing the educated workforce necessary to enable us to survive in an intensely competitive global marketplace. Corporate America is concerned with its ability to compete in that marketplace, and it is becoming clear that our success will increasingly depend on our ability to make full use of our human resources.

Increasing access to higher education, especially among the minority poor, is critical to achieving that goal. From that perspective, the historically black colleges and universities are an essential strategic asset in America's competitive arsenal.Today, I would like to briefly outline the reasons for industry's greater dependence on the graduates of those institutions, and discuss their importance in helping our nation meet its need for highly skilled and trained people.

American industry faces the consequences of the declining birthrate of the 1970s. In the decade of the 1990s, there will be almost 25% fewer labor force entrants than in the 1980s.At the turn of the century, we will have the same number of young people in the workforce as we had back in 1973 -- but our economy will be twice as large.Further, a higher percentage of those young people than in the past will be minorities.

Currently, less than a third of the white population is under age 19. But 40% of the black population is under that age. It is estimated that minorities will account for a third of the net workforce additions in the 1990s. Even as industry faces a shortage of available people because of demographic change, it faces a shortage of skills, as well. Changes in technology and the growth of the service sector have brought changes in the skills requirements in our economy.

The Labor Department's "Workforce 2000" study indicates that, for the first time in our history, the majority of new jobs in our economy will require education beyond high school. We are entering an era in which most jobs will require higher levels of math, language, reasoning, and communications skills.

Those requirement will intensify as industry adopts advanced technologies and restructures its operating methods to place greater reliance on decentralized units and work teams. Most companies today emphasize individual initiative and responsibility as the most effective way to increase productivity and, therefore, competitiveness.

The success of that strategy requires a workforce that is highly skilled, comfortable with change, and has lifetime learning skills. So, the private sector's concern with eduction, and especially with minority higher education, is rooted in those two basic factors that will shape our future economy -- workforce demographics and higher skills requirements.

Industry today is asking itslef whether will we have enough people available in the future to do the work that we project? That question drives the concern many companies have about the education gap that leaves many minorities -- a major chunk of the future workforce -- without the skills and educational attainment required in today's economy.

A third of white high school graduates, for example, go on the college. But black college enrollment lags -- just over a fourth of black high school graduates enter college. And the number of blacks studying for advanced degrees in such economically important areas as engineering, the physical sciences and technical specialties is very small.

That contains the seeds of a national economic dilemma -- there will be a higher proportion of young black people in the workforce, but fewer who have the higher education to enable American industry to be competitive. Industry's concern is exemplified in the rising corporate involvement in efforts to improve the public schools, in supporting efforts to help children at risk, and in assisting colleges and universities that have proven successful in educating young people from poor and minority backgrounds.

Many companies, including my own, have supported the historically black colleges and universities because:

One -- they educate people in the skills our economy needs.

Two -- they educate people who might not otherwise receive the training our economy needs.

Let me very briefly elaborate on those two very important points.

Despite the adverse conditions that afflict many of those institutions and their students, they have proven their value as effective producers of highly skilled, productive graduates. The historically black colleges account for only 3% of America's institutions of higher learning, but they graduate about a third of all blacks earning bachelor's degrees.

They have demonstrated flexibility and foresight in adjusting their curricula to meet the needs of our changing economy and to better prepare their students for careers in fields that contribute to our society's productivity. Over the past two decades, they have strengthened their business departments, upgraded course offerings in technical areas such as engineering, created dual-degree engineering programs, and expanded science curricula.

The 41 private historically black colleges and universities that are members of the United Negro College Fund, for example, now award almost a third of their degrees in such fields as business administration, management, banking and finance, and related areas -- double the percentage of a decade ago. And there is a clear trend toward enrollments in technically-oriented majors such as computer science.

The importance to our economy of many of these institutions can be seen in such facts as these:

-- two historically black universities -- one public and one private -- graduate more black engineers and more black graduates who go on earn Ph.D.s in the sciences than any other institutions in America.

-- over three-fourths of the graduates of UNCF schools go on the graduate school and 55% earn advanced degrees.

-- one private historically black university produces more minority MBA's than any other graduate business program in the nation.

The historically black colleges and universities have achieved an outstanding track record in producing people with the business and professional skills our economy needs. Their value to our economy is compounded by their success in providing access to higher education for young people who might not otherwise have the opportunity for a college education.

There is clear correlation between a young person's educational achievement and his or her family's educational background and economic status. Compared with all private college students nationally, the students at the historically black colleges are:

-- twice as likely to be the first in their family to attend college.

-- more than twice as likely to come from single-parent households.

-- two-and-a-half times as likely to come from families with annual incomes of less than $25,000.

The great achievement of the^se institutions -- and their great value to our society -- lies in their ability to serve as bridges to mainstream careers for large numbers of young people of whom what I just said is discriptive with the risk factors associated with failure in our society.

Their effectiveness as engines of social mobility and as contributors to economic productivity is documented in numerous studies like the 1986 survey of over 2,000 alumni of private black colleges, conducted by the late Professor Daniel Thompson of Dillard University. Professor Thompson found that 95% of alumni came from blue-collar families. But 76% of those alumni hold management or professional positions, and 46% are the first African American ever to hold their current positions.

Another study was made by Dr. Jacqueline Fleming for the Carnegie Foundation. It compared black students at predominantly black colleges with those at predominantly white colleges. Dr. Fleming found that the students at historically black colleges experience cognitive growth. She writes: "Black colleges appear to effectively impart the orientation and skills that allow black students to function will in the larger society: aspiration, confidence, motivation, and the ability to enjoy competition in the integrated world."

I would add that those are qualities valued by the business community and are qualities essential to effective worldwide competition. Our own experience with graduates of predominantly black colleges and universities certainly bears out those findings.

From the perspective of productivity -- of producing maximum output with minimum inputs -- the historically black colleges are doing an extraordinary job of retaining and graduating students who have acquired the skills necessary to excel. That means they are doing an extraordinary job of meeting the needs of our future economy. The historically black colleges and universities are an indispensable resource in American industry's struggle to survive in a competitive environment.

Perhaps more than any other institution in American life, they have demonstrated the ability to expand our base of people educated and trained to meet the needs of our economy. The private sector will need increasingly to look to them for the people resources we need to do the work that needs to be done in our society.

## What of the Future?

America is now entering the post-cold war era. Economic strength is becoming the single most important measure of national power and stature. Our nation's economic strength will be largely determined by its ability to make the most effective use of available human resources at a time of demographic and technological change. Based on their track record, the historically black colleges and universities will be crucial to the success of out efforts to secure the educated, skilled people necessary for America to compete successfully.

Chairman **Hawkins**. Thank you, Mr. Knox.

Our next witness is Dr. Richmond, President, North Carolina Central University.

Mr. **Richmond**. Thank you, Congressman Hawkins, members of the Committee on Education and Labor, I do thank you for this opportunity to share some views and to express my sentiments to you, Mr. Chairman, for your very distinguished legislative career and for your very courageous and steadfast support of American education. In view of what has been said, it appears to me that what I really need now is a summary, prepared summary of my summary, because my colleagues certainly have covered the waterfront in terms of the issues of the hour.

But I would like to do several things. First, I certainly would like to go on record in support of the committee's consideration of those items related to Title IV, the student aid section of the higher education field. Those recommendations made by President Albright, I think, are certainly worthy of your consideration.

Secondly, I would be remiss being a representative of North Carolina Central University if I did not fully support and go on record as being in support of the amendment to the Title III legislation that would include the additional five graduate schools.

The other point that I would like to make is that we all come here under the umbrella of NAFEO, an organization of Historically Black Colleges and Universities that embrace both the public and private institutions. And I would hope that you would understand that although there are differences, different concerns, that there are more things that we have in common than separate us.

But I would also want you to understand that in terms of the public black institutions, that we indeed are institutions worthy of your consideration. I listened very carefully when Congressman Gray made reference to his capital bill, and I certainly would want you to understand that those of us in the public sector, we don't view ourselves as public or State-supported institutions, but State-assisted institutions on occasion, and that when it comes to many, many capital activities, we simply receive absolutely no funding from the State for those kinds of facilities.

Also, I would want you to be aware that the public black institutions from year to year tend to enroll from 70 to 76 percent of the black students enrolled in public and private black universities.

I think it is quite clear that if our Nation is to simply maintain its competitive posture in a highly global arena, that our Nation will certainly have to be more concerned about the aggressive and innovative use of available human resources. But I think at the present time, it is fair to say that either being underdeveloped or—as a Nation, we must take a different look at opportunity, and opportunity at one time for higher education was viewed as a moral issue, or as an ethical issue. I don't think there is any question that it is in the vested best economic interests of this Nation that every young person, black, white, Hispanic, or.whatever the origin might be, should be provided every possible opportunity to develop.

So I come to you to simply say that we do have in this country a resource, the Historically Black Colleges and Universities, a very unique resource, and when we talk about these institutions, we frequently talk in historical terms.

But I would like to just share some facts about these institutions that I believe is rather current, and perhaps not of an historical nature.

I am sure most of you are aware that in every State fortunate enough to have an historically black college or university, that that institution produces more graduates, black graduates who go on to earn the Ph.D. than any other institution in the State.

In the State of North Carolina, North Carolina Central University, or North Carolina A&T State University ranks at the top of that list. In this area, Howard University is on that list. Morgan State, Fisk University, Hamton, Jackson State and other institutions.

It is critical that if we are to be competitive in this global arena, that these institutions that have played such a marvellous role in the past be enhanced to continue to play a broadened role in the future.

I would like to just, again, share some additional statements about our own State of North Carolina, and I certainly would want you to understand that I am not trying to point the finger at my own university system, but I am just familiar with that system, and I offer it simply as an example.

A few years ago in our State, the director of the Health Manpower Program of the University of North Carolina system took a snapshot of the enrollment trends in two academic disciplines, biology and chemistry, and found that there were some 43 black students enrolled in graduate programs at the master's level in biology in 16 UNC institutions, and found that of those 43, 42 of the 43 were enrolled either at North Carolina Central University or North Carolina A and T State University.

For the field of chemistry, there were some 22 black students enrolled in master's programs in the 16 universities, and 21 of the 22 black students were enrolled at the same two institutions. In 1988, North Carolina was one of the States on the short list of sites for the coveted superconductor/supercollider project.

Because of the emphasis that this SSE project placed on the emphasis of physics and because of the annual reports that show that blacks were not being awarded any more than three to five Ph.D.'s per year in physics and astronomy each year, I was quite interested in a report that we did in our own system. But after reading that report, I must say that I was stunned when I noted that during a six-year period, 1982 to 1987, that there had been 1093 students pursuing bachelor majors in physics among the nine majority institutions in our systems offering degree programs in physics. And of that 1093 students pursuing majors in physics over a six-year period in nine institutions, there were only six black students pursuing majors, not graduates, but majors.

There are some three historically black colleges and universities in our UNC systems offering degrees in physics, and during that same period of time there were some 35 black students. I believe that it is clear that as we prepare for a different America and a different world, we must increasingly view our institutions, particularly our historically black colleges and universities, as precious resources, and that our students have recognized that this year the college board and its report on where black students selected to have their SAT scores submitted, of the top 15, 10 were historically black colleges and universities.

The first six were historically black colleges, and again I would be remiss if I did not point out that North Carolina Central University ranked ninth on that list. I believe that we have reached a point where these institutions, some of these institutions certainly must look to an expanded role. Dr. Humphries talked about the need to increase the offering of Ph.D. degrees by some of our institutions. I endorse that concept. On our campus we certainly will be proposing the establishment of a Ph.D. program in biophysics. We will be talking about a Ph.D. program in systems and information management in our school of library and information sciences. If time permitted, sir, what I would certainly emphasize is that before we fully move into the graduate and Ph.D. education, that there is indeed a need for us to significantly look at our library. Our library resources and our library professionals. That is the part of our operation that certainly is in need of enhancement.

North Carolina Central University is fortunate. We have a library in excess of some 600,000 holdings, which puts us near the top of the list in terms of historically black schools. But certainly insufficient to mount the kind of programs that we propose.

In closing, let me just cite a statement that Dr. Joyce Payne made some years ago, and I know if she were here, I would have done a little bit more research to make sure it is accurate. But Dr. Payne said a few years ago, "What is sorely needed in the future is recognition of and attention to the unequal representation of black colleges among major research institutions. Providers of graduate programs, innovators of new technologies and producers of talent in progressive fields of science and technology. Linking black colleges and universities to the condition of economic life domestically and internationally is not a moral issue, but an issue of vision, of rational economic sense, and of enlightened self interest."

I certainly thank you, and would be willing to respond to any questions that you might have.

[The prepared statement of Tyronza Richmond follows:]

STATEMENT

TO

COMMITTEE ON EDUCATION AND LABOR
U. S. HOUSE OF REPRESENTATIVES

DECEMBER 10, 1990

WASHINGTON, D.C.

PRESENTED BY

T. R. RICHMOND, CHANCELLOR
NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA

STATEMENT TO COMMITTEE ON EDUCATION AND LABOR
U. S. HOUSE OF REPRESENTATIVES
December 10, 1990

Congressman Hawkins, Congressman Owens, members of the Committee on Education and Labor, I am T. R. Richmond, Chancellor of North Carolina Central University in Durham, North Carolina. I do thank each of you for the honor you afford me and my NAFEO colleagues today to offer our views on issues pertaining to the strengthening of this great nation by strengthening our Historically Black Colleges and Universities, institutions that have demonstrated by their continued contribution that they are indeed unprecedented national treasures. These institutions are rare treasures today because of the years of support and interest that have been provided and shown by this Committee, and most importantly by Congressman Augustus Hawkins. Representative Hawkins we thank you and appreciate you and will certainly miss your very strong and critical presence in these halls.

I doubt that there is any need to remind this audience that the 21st century will be characterized by sweeping changes in the demography of the United States. Every individual in this room is familiar with the projections that illustrate in painfully clear terms that the dominance of the white male in our society will literally disappear in the next century, just by the weight of the numbers. Despite the noble intentions of affirmative action and equal opportunity initiatives, American industry, American government, and American education find that we are ill prepared for the world that will be upon us in a few years. Our society will have no choice but to look to women, to African-Americans, to Native Americans, to Hispanics for the professional leadership and for management expertise, as well as for members of the general work force. As we approach the end of the millennium, America is increasingly becoming more aware of the fact that equity of opportunity goes well beyond what is right, what is just, or what is ethical or morally sound. Equity of opportunity for all citizens is now being recognized as being in the economic vested interest of all Americans.

Despite the fact that the era is literally upon us when we must look more to women, African-Americans, Hispanics, Native Americans, and other minorities to staff our laboratories, to manage out industries, we have failed to prepare these segments of our population for the new responsibilities and major roles that as sure as Monday follows Sunday will be thrust upon them more and more as we reach the turn of the century.

It is equally obvious that we do not have enough men and women in our graduate schools today to fill the openings we know we will see for researchers, scientists, technologists, and teachers in our higher educational institutions in the early years of the next century. At many of our most prestigious universities, the graduate classroom is more than half filled with men and women whose native lands are a half a continent away. While it is a marvelous feat and compliment that this nation can continue to attract the best minds from abroad to fill

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our graduate classrooms, we must be concerned and disturbed about the absence of native-born students and scholars in these graduate classroom settings. We in NAFEO have been singing the same hymn and preaching the same sermon for many years now. Representative Owens, for instance, has sat in North Carolina Central University's Health Sciences Building at a subcommittee hearing to examine the potential of the Historically Black Colleges and Universities to address the United States' need for trained scholars, scientists, managers, and leaders.

And you know as well as we do that the NAFEO institutions work very hard, still with extremely limited resources, to meet the demand we foresee for our graduates. On our particular campus we take pride in the fact North Carolina Central University annually ranks among the nation's leading institutions in terms of the number of black bachelor's degree recipients who go on to earn their doctorates. And I know that my colleagues at Howard, Morgan, Fisk, Hampton, Jackson State, or North Carolina A & T take similar due pride in the fact that their institutions also rank as national leaders in terms of black students going on to earn the doctorate.

But I am sure that you realize as I do that the numbers that place us on those lists are so small, almost minuscule, that the results are almost insignificant, or that our larger and more resourceful predominantly white neighbor institutions could replace us at any time that they had the true will to use their resources to do so. I am determined that not only will NCCU continue to be among the national leaders in terms of our black baccalaureate graduates who continue their education to earn the PhD, I am equally determined to work with diligence and dispatch to increase the numbers manifold. On our campus we have launched a formal Undergraduate Research Program, a mentorship program, which seeks to identify exceptionally talented students in their freshman year and which pairs them with scholars who are active in research. We launched this program on our own, with a tiny budget scraped from the bottoms of a dozen different barrels; I'm delighted that we now have Title III funding for the program that has permitted these very talented undergraduates from the sciences, social sciences, business, humanities, and fine arts the opportunity to present their scholarly efforts and results at professional meetings across the breadth of the nation. We hope to publish a series of state of the art undergraduate research journals in selected disciplines in coming semesters.

NAFEO institutions have excelled in classroom teaching and community service, and while selected NAFEO institutions or selected faculty have made noteworthy contributions in mainstream scholarly and research activities, I think it is fair to say that scholarship has not been on our primary agenda to the extent that it must be in years to come.

If the United States is to maintain and indeed improve on its competitive posture in a highly global arena, it is critical that many of the institutions that now hold membership in NAFEO move fully into the mainstream of scholarship, scientific research, and graduate education at the highest degree level. As a nation, we can ill afford not to significantly broaden the role of the nation's Historically

Black Colleges and Universities. These institutions cannot be relegated to serving an isolated population, removed from the principal currents of American life. The member institutions of NAFEO more so than any other well defined set of institutions in this nation literally enroll America's future. If the NAFEO institutions do not produce our fair share, indeed more than our fair share, of professional managers, researchers, college and university teachers, our nation will flounder, and flounder as never before. Anyone who doubts these facts have not been fully awakened. Let me try and share a few statistics about my state of North Carolina, a state that has put forth a relative good and steadfast effort to enhance the 5 public HBCUs and to provide access and opportunity to higher education for minority students. But despite our relative success, please note the following:

- A few years a report was released showing that in 1985-86, that of the 43 blacks enrolled in master's programs in biology in 16 UNC institutions, 42 were enrolled at North Carolina Central University or North Carolina A & T State University;

- For that same year, there were 22 black students reported to be enrolled in master's degree programs in chemistry in the 16 campuses comprising the UNC system. Twenty-one (21) of the 22 black students were enrolled at the same two institutions, North Carolina A & T and North Carolina Central.

Unfortunately, I have not updated these statistics so I could only speculate about the situation today. If the master's degree is a bridge to the doctorate in biology and chemistry, it should be rather obvious that the two HBCUs in North Carolina are the keys for producing black PhDs in the disciplines. As you are well aware, since 1980, we have had The Science and Technology Equal Opportunities Act which calls on the National Science Foundation:

> "... to promote the full use of human resources in science and technology through a comprehensive and continuing program to increase substantially the contribution and advancement of women and minorities in scientific, professional, and technical careers, and for other purposes."

In 1988, North Carolina was one of the states on the short list of sites for the coveted Superconducting Super Collider project. Because of the emphasis that this SSC project placed on the discipline of physics and because of annual reports that showed that blacks were not being awarded but 3-5 PhDs in Physics and Astronomy each year, I was quite interested in a report produced in our state's university system on the physical sciences. I must say that I was stunned when I noted that during the period six year period 1982-1987, there had been some 1,039 students pursuing baccalaureate majors in physics among the 9 majority institutions in our system offering degree programs in physics, and only 6 black students were included among the majors for 9 institutions for 6 years. There were 35 black students pursuing physics majors at the 3 historically black institutions offering such majors. Please understand that my comment is not intended to cast aspersion on our system, a system that can demonstrate beyond question that compared to other public university systems, it has excelled in providing opportunities for higher education for all North Carolina residents, but particularly for minority students . But my point is simply this: If we are genuinely interested in increasing the production of scientists, engineers, or any other professional, it makes good sense to look to the sources that have historically produced these individuals.

As we prepare for a different America and a different world, we must increasingly view our marvelous HBCUs as sources and precious resources for the critical human capital that this nation will need in growing numbers in coming years. America's minority populations will be the 21st century's mainstream, and ours remain the institutions preferred by our African-American students. This past August, the College Board issued a report which identified the schools to which black high school graduates directed their SAT scores; ten of the top fifteen, and the first six on the list, were historically black colleges and universities. NCCU ranked ninth, incidentally.

Like my NAFEO colleagues, we take pride on our campus in the outstanding departments of physics, biology, and chemistry, among a host of others. A number of years ago, the faculty members in those departments realized that the growing complexity of scientific instrumentation is such that the student of life sciences in the Department of Biology must have a high degree of literacy in physics. Properly to use his tunneling electron microscope, our biology student must know exactly what it is that a tunneling microscope does. The product of that realization was the creation of an exemplary interdisciplinary program in scientific methodology and instrumentation, a program which insures that our biology and chemistry majors know the physics of the instruments they use every day, and that our physics majors understand the biological and chemical problems which their knowledge of electronics, optics, and nuclear science can help to solve.

Because of the groundwork laid in those first cooperative interdisciplinary activities, today I believe that NCCU is prepared to develop an interdisciplinary graduate program in biophysics, a program which focuses explicitly on those areas in which the expertise of the students of nuclear medicine, laser optics, and electronics in our physics department is applied to the problems associated with explaining the operation of living organisms. We have a proposal in place to develop that interdisciplinary program and to expand it rapidly into a doctoral program. With luck, and hard work and dedication, NCCU will become a lead institution in what is essentially a new discipline.

I can assure the members of the United States Congress who have joined us today to help honor Representative Hawkins that you will be hearing more about this project, but today I simply mention the proposed program in biophyics as part of the foundation for the issue that I want to especially bring to your attention today.

One of today's most vital issues is how the United States will educate and train its minority students to shoulder a heavier share of the load of front-line scholarship and research. To increase the number of minority students working toward and receiving terminal degrees -- doctorates or other specialized degrees -- in the sciences, technological areas, and similar fields, we shall be required to build on our campuses an infrastructure which is designed to identify these students, recruit them, and provide them with the necessary preparation for the careers they will enter.

Most of the academic administrators in this room have ambitious plans, and most of us realize that a principal resource for achieving these plans is the leadership of the United States Congress and of Congressmen like those who have joined us here today, and like Representative Hawkins.

Our individual disciplines today are increasingly specialized and sub-specialized. We have at hand powerful tools for scholarship and research. Our computers can make in seconds calculations which scholars 50 years ago never considered, because the operations would have taken centuries of man-hours. We can look today at the forms of atoms. We can even arrange those atoms to spell IBM. We can analyze the chemistry of gas clouds a million light years across the universe. In the not too distance future, physics, biology, and biochemistry will have combined their expertise to map every base pair in the DNA which makes up the human genome. To make proper use of all of our research tools, we need wide open channels of information flow between disciplines. Without those channels, our specialties and subspecialties will become information ghettos or information islands. With an inadequate exchange of information, 21st century scholarship may well become as sterile as European learning was in the centuries comprising the Dark Ages.

I'd like to draw your attention to one of the oldest academic and scholarly institutions, the library. More than 2,000 years ago a great library was built in Alexandria. That library, on the African continent, may have been humanity's first effort to assemble in one place the written record of the world's great thinkers and of its great discoveries. But there are predecessors even to that great institution as students of history and library science are well aware.

North Carolina Central University is far from being the only historically black college or university which sees immense challenge and opportunity in the coming 21st century. As you have heard and will increasingly hear, other NAFEO institutions recognized, for instance, their unique advantage in the area of cultural diversity. Today's students, who more and more do not share the European ancestry of the dominant segment of America's current society, are less comfortable with the idea that the canon of European literature and thought is the only foundation for education. Our institutions, and the scholars at our institutions, have always been aware of the gaps in the conventional European canon. We can expect to see more and more scholars delving into the writings of former slaves and children of slaves. In a very real sense, the African-American scholars are in a better position to lead the investigation of the writings and cultures of other societies than the European-focused scholar, to find the works which should long ago have taken their places in the canon of scholarship, and on the basis of their investigations to create new scholarly work which belong in that canon.

But whether we seek to reunite the disciplines of the sciences or to investigate the contributions of non-European societies to our modern world, all of us will need the resources of the library.

NCCU is fortunate to have a library collection that exceeds the holdings of most institutions of comparable size and scope, but a collection that is not yet wholly adequate for our scholar-professors and their students. I suspect that my colleagues at Howard, which clearly has library resources that far exceed those at other HBCUs, would admit that their collection could also profit from growth and enhancement.

I should like to suggest to the men and women who make and implement Federal policy in higher education, in the sciences, the arts, and the humanities, that a critical element in the development of the historically black colleges and universities, as they shoulder a greater and more critical role as we march confidently into the 21st century and into the forefront of American scholarship, is the development of library resources. All of us will need more books, more journals, and more reference materials as we build the programs which will educate, train, and equip the leaders of the 21st century.

I would hope that you would insist that this task of infrastruture building of our libraries embrace Title II, Title III, but certainly not be restricted to the Department of Education, but would embrace all of our nation's national foundations, institutes, and endowments. These agencies should be required to review their policies and goals for the express purpose of providing assistance as we seek to insure that the libraries of our institutions are strengthened and enhanced to support the demands that we face as a nation. Beyond that, let me respectfully suggest that all of the Federal agencies and departments which by Presidential mandate are seeking closer relationships with our institutions apply at least a share of their funding to the creation of the basic foundation of scholarship, and that quite simply is an adequate library collection.

Beyond the books and the buildings to hold them, we face the need for additional highly trained personnel who make and facilitate the products of scholarship available to new and developing scholars.

North Carolina Central University is proud of its growing School of Library and Information Sciences. Less than two weeks ago, the Dean of that school delivered for our consideration a mission review focusing on the last ten years of our current century. Dean Benjamin F. Speller, Jr., recommended the addition of the following goal in the plans for his school:

> "To prepare doctoral students for teaching, research, and leadership positions in academic, corporate, public, and school environments."

Dean Speller proposes to establish an interdisciplinary Doctor of Philosophy degree program in Information Science, with concentrations in Information Retrieval, Geographic Information Systems, and Chemical Information Systems. In addition he proposes to offer the Doctor of Information Management degree for men and women who will work in public libraries, school libraries, academic libraries, and corporate libraries.

NCCU faces a strenuous and uncertain review process before these or any degree programs become a reality. We shall be required to seek formal authorization to plan for them, and subsequently to seek formal approval to implement our plan. I am not here to recruit doctoral students or to seek support for any specific degree programs, but simply to say that we intend to play a major role in developing the educational structures which will be necessary as the world's information becomes available literally at your fingertips.

It is library and information professionals who have the capacity to bring together the investigations of the physicist, the biologist, and the chemist. It is this information professional who will make possible the PhD program in engineering at an HBCU, or a PhD program in biophysics at NCCU. More and more, American industry, American government, and American scholars are becoming aware of the need for information management. At the same time we realize that information management is an evolving academic discipline.

A careful assessment of the last few decades would suggest that this nation's needs for talented manpower can be provided to a far greater extent by the nation's unique and resourceful Historically Black Colleges and Universities. With enhanced library resources and information personnel, these time-tested institutions can and should assume a greater role in providing the educational foundation for our future scientists, managers, and other skilled leaders.

A few years ago, Dr. N. Joyce Payne, Director of the Office for the Advancement of Public Black Colleges stated:

> "What is sorely needed in the future is recognition of and attention to the unequal representation of black colleges among major research institutions, providers of graduate programs, innovators of new technologies, and producers of talent in progressive fields of science and technology. Linking black colleges and universities to the condition of economic life, domestically and internationally, is not a moral issue, but an issue of vision, of rational economic sense, and of enlightened self-interest."

I do thank you for this very special opportunity.

Chairman **Hawkins**. Thank you. Our final witness is Dr. Charles Walker, Chancellor, University of Arkansas.

Mr. **Walker**. Thank you, Mr. Chairman.

It is indeed an honor, as well as a privilege, for me to discuss with you the topic that is so vitally important to the well being of our Nation. I will specifically address facility enhancement to improve competitiveness of academic programs and grantsmanship at historically black colleges. In the past, most of the historical black colleges and universities were primarily teaching institutions, even though the 1890 land grant institutions have as their national mission teaching, research and service, most still deal mainly with teaching and service.

We must expand and enhance our role by placing more emphasis on research and development. This will posture us by better important participation in Federal initiatives and it will also allow us to better educate the youngsters who matriculate on our campuses. In my 1988 testimony in North Carolina on strengthening historical black colleges and universities in this country, I made the following introductory remarks: Higher education is a great national resource, but we have not realized its full potential. Any reorganization of higher education policies must adequately address the critical role of black colleges and universities as a national resource that contributes significantly to the academic and economic conditions of this Nation and world.

In the past, the seat of the problems faced in the black higher education community has been overlooked with respect to the production of talent at the undergraduate and graduate levels in science and technology, as well as other areas.

The economy demands that the decade of the 1990s provide opportunities for black higher education to develop new directions in leadership, new legislative and policy initiatives, and new sources of funding toward ameliorating uneven Federal dollars. While over 70 percent of all Federal assistance to black colleges come from the Department of Education, in contrast to 42 percent from other higher education institutions, it is noteworthy that the majority of this support is in the form of student aid. What is sorely needed in the immediate future is recognition of and attention to the unequal representation of black colleges among major research institutions, providers of graduate programs, innovators of new technologies, and producers of talent in progressive fields of science and technology.

The Congress and the Department of Education must take the lead to assure an infusion of Federal support and enhancement of science and technology. Black colleges must be at the leading edge of extraordinary growth anticipated in the scientific fields in the succeeding decades.

A strong, sustained Federal investment in the full development of these institutions will make the differences, a difference that will support black colleges and universities as a national resource in building economic and social enterprise that is competitive on the world market. Just to give you an example of some academic programs that are and should be further developed in terms of research at HBC universities, would be biotechnology, remote sensors, toxic waste, nuclear fission, electronic technology, aircraft, spacecraft, ballistic missiles, just to mention a few.

The immediate long term needs to strengthen these and other academic programs will open tremendous doors of possibilities for black minority colleges and universities in order that they can become more competitive.

I want to just speak briefly on developing the infrastructure. To ensure dramatic improvements in the infrastructure of black higher education there must be sweeping changes at every level of education from the classroom to the community, changes in the scientific technology, passive to black colleges to ultimately amplify their ability to sustain achievements in science and technology and other fields.

We have an interesting situation occurring at historically black colleges. We have students, black students returning to black colleges in record numbers. Enrollment is increasing dramatically at these institutions. Of all students in private and public for your historically black colleges, the state assisted institutions under NAFEO and the office of the public, advancement of public black colleges enrolled more than 70 percent, and they have experienced an increase of 7 percent in 1990. FAMU experienced a 17 percent increase in enrollment, and a 47 percent increase in the number of applicants. The University of Arkansas at Pine Bluff enrollment increased from 2600 students in 1986 to 3,600 students in 1990. And this institution graduates more blacks than all of the other eight four year institutions in the State of Arkansas.

The situation with Ph.D.'s at HBCUs, I have been a long advocate of this. I want to make a few comments about this situation. I was at Florida A&M when the Ph.D. program and pharmaceutical sciences were developed at my college. It was a difficult task, difficult convincing the state legislature that there should be a Ph.D. program at a historically black college.

But we convinced them because we felt that it was very important for the future, and now that importance is more evident. I personally feel that 15 or 16 of our historically black colleges are ready at this moment to offer Ph.D.'s. I am not saying they should be major Ph.D. granted institutions, but at least they can offer Ph.D.'s in strong areas, and certainly this would probably be true of the 1890 land grant institutions, as well as other institutions, such as North Carolina Central, Jackson State and so forth.

But we must start offering Ph.D.'s at historically black colleges, and we are going to solve the problem of the tremendous decrease of Ph.D.'s in blacks in this country. The productivity of black colleges and universities in research and development is also tied to the quality of academic research facilities. In 1986, a report issued by the White House estimated several billion dollars was needed over the next ten years to renovate and construct research facilities.

Recommendations, Mr. Chairman, in terms of facilities, recent national studies indicate that the backlog of higher education infrastructure, capital investment, needs exceed $60 billion and is growing, June 9 1990. It is estimated that about one-sixth of all campuses are more than 40 years old and that one-third are at least 30 years old. Given marginal public and private support for construction and renovation, deferred maintenance and postponed capital renewal and replacement, it is estimated that public black colleges will need nearly $23 million each, or $900 million over the next five years to rank fiscal planning in line with comparable state institutions. Compliance with Federal and state building regulations and inflated costs of construction all inhibit the capacity of black colleges to maintain state-of-the-art facilities.

In view of the lack of Federal support, enhancement of facilities requires a sustained effort to generate substantial state and private dollars. Federal programs such as the $20 million research facilities modernization initiative in the National Science Foundation will have to be increased substantially to benefit black colleges.

Other recommendations, strengthen professional development programs for faculty and attract nationally recognized scientists and technologists who have distinguished themselves in research and development.

Three, support Federal liaisons from black college campuses who would be responsible for institutionalizing programs to increase access to grants and contracts.

Four, promote the inventive capacity of scientists, technologists, and engineers engaged in research and development. Strengthen undergraduate and domestic programs in science and technology and expand recruitment and retention efforts. Expand current graduate programs and create new programs in areas of national need, such as mathematics, computer science and biology.

Provide financial assistance for undergraduate students who demonstrate exemplary academic performance in science and technology. And then develop a system architect for creation of research network design to strengthen information processing, sharing of resources, interface them with other minority and majority institutions. Establish more research laboratories on black campuses to motivate competitiveness in the public and private sector.

The things that I think we should discuss in the future is should support in Title III be increased for renovation and construction in the reauthorization of the Higher Education Act? Two, should a national study and plan of action be commissioned to develop a qualified estimate, or quantified and qualified estimate of current and future facility conditions and needs at public black colleges, and then in the way of follow-up initiatives, my university, the University of Arkansas at Pine Bluff, along with any other historically black college is prepared to take the leadership in establishing a task force to conduct a study on facility needs in HBCUs in conjunction with the National Association of Equal Opportunity for Higher Education, the Office of the Grants for Public Black Colleges and the United Negro College Fund.

In addition to the information, the association, the task force would seek information and consult with distinguished scientists and congressional staff and other advocacy associations, Mr. Chairman, I appreciate the opportunity of meeting with this committee and sharing my views on this very important topic.

Thank you.

[The prepared statement of Dr. Charles A. Walker follows:]

# TESTIMONY

# ON

# REORGANIZATION ISSUES IMPACTING BLACK COLLEGES AND UNIVERSITIES

## FORUM ON HIGHER EDUCATION

## THE HOUSE EDUCATION AND LABOR COMMITTEE

"Facility Enhancement to Improve
Competitiveness of Academic Programs
and Grantsmanship"

Dr. Charles A. Walker
CHANCELLOR
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas

December 10, 1990
9:00 a.m. to 3:00
The Rayburn House
Office Building

## SUMMARY

This document proposes to justify and address the need for an extensive facility enhancement program at HBCUs in order for these institutions to make major improvements in the competitiveness of their academic programs and grantsmanship. In the past historically black colleges have made significant contributions in this nation and world and they are continuing these significant contributions in their present role as primarily teaching institutions.

In the future, in order to make adequate preparation to be on the competitive edge in higher education academia, many of these schools must expand their role and scope and place a greater emphasis on research and development. In order to provide better opportunities for their students, HBCU's must develop new initiatives in graduate programs, post-doctoral training, and be innovators of new technologies. They need new legislative and policy initiatives and additional sources of funding to support these initiatives. Investments in building superlative infrastructures in black higher education institutions are essential for the development of quality programs in science and technology and greater access and ability to attract contracts and grants from both the private and public sector.

The current estimated cost for quality facilities at HBCU's is approximately $25 million each or approximately $900 million over a five-year period. These new facilities would strengthen and increase quality faculty, strengthen and add graduate and undergraduate programs, improve curriculum and instructional materials and develop current and adequate research laboratories. The impact would be extremely positive relative to increasing the quantity and quality of minority scientists for year 2000 and beyond.

## INTRODUCTION

It is, indeed, an honor as well as a privilege for me to discuss with this August body a topic that is so vitally important to the well being of our nation.

In the past, most of the Historically Black Colleges and Universities (HBCUs) were primarily teaching institutions. Even though the 1890 land grant institutions have as their mission teaching, research, and service; most still deal mainly with teaching and service. We must expand and enhance our role by placing more emphasis on research and development (R&D). This will posture us for better participation in federal initiatives. It will also allow us to better educate the youngsters who matriculate on our campuses.

In my 1988 testimony on strengthening historically black colleges and universities in this country, I made the following introductory remarks, "higher education is a great national resource but we have not realized its full potential. Any reorganization of higher education policies must adequately address the critical role of black colleges and universities as a national resource that contributes significantly to the academic and economic conditions of this nation and world. In the past, the severity of the problems faced in the black higher education community has been overlooked with respect to the production of talent at the undergraduate and graduate levels in science and technology as well as other areas.

The potential failure of black higher education in meeting the competitive challenge of the 21st century stands as a monumental failure of the nation to come to grips with the demand for higher skilled talent in an increasingly global economy. Although it is widely recognized that the United States is losing its competitive advantage in domestic and international markets and that higher education must be deeply involved in producing new talent and expertise, the failure to capitalize on existing resources at black universities is all too obvious.

The economy demands that the decade of the 1990's provide opportunities for black higher education to develop new directions for leadership, new legislative and policy initiatives, and new sources of funding toward ameliorating uneven federal dollars. While over 70 percent of all federal assistance to black colleges come from the Department of Education in contrast to 42 percent for other higher education institutions, it is noteworthy that the majority of this support is in the form of student aid. What is sorely needed in the immediate future is recognition of, and attention to the unequal representation of black colleges among major research institutions, providers of graduate programs, innovators of new technologies, and producers of talent in progressive fields of science and technology. The Congress and the Department of Education must take the lead to assure an infusion of federal support for the enhancement of science and technology.

Black colleges must be at the leading edge of the extraordinary growth anticipated in scientific fields in the succeeding decades. A strong and sustained federal investment in the full development of these institutions will make the difference, a difference that will support black colleges and universities as a national resource in building an economic and social enterprise that is competitive in the world market.

**AN EXAMPLE OF ACADEMIC PROGRAMS/RESEARCH AND DEVELOPMENT FOR HBCU's**

**Biotechnology** - Organismal/Molecular Biology - Psychology
**Remote Sensing** - Communications Technology - Languages
**Toxic Wastes** - Environmental Sciences - Computer Literacy
**Nuclear Fission** - Physics
**Electronic Technology** - Electrical Engineering
**Aircraft, Spacecraft, and Ballistic Missiles** - Materials Science
**Marine Seismic Systems** - Nuclear Physics
**Metal-Matrix Composites** - Materials Science/Technology

The immediate and long-term need is to strengthen these and other academic programs which will open a myriad of possibilities for black and minority colleges and universities in order that they may become more competitive.

## DEVELOPING THE INFRASTRUCTURE

To ensure dramatic improvements in the infrastructure of black higher education, there must be sweeping changes at every level of the institution from the classroom to the community. Changes in the scientific and technological capacity of black colleges will ultimately amplify their ability to sustain achievements in Research and Grantsmanship in science and technology and other fields.

To meet the challenges of the future, an infusion of federal support is critical. If present trends persist, the nation will continue to exacerbate a diminution in minority Ph.D.s in physical and biological sciences. Recent reports indicate that blacks and hispanics earn less than 3 percent of doctoral degrees in science and engineering, although they will comprise more than one-third of the U.S. population by the year 2020. The same report shows that "...the demand for scientific and engineering personnel has grown rapidly and is expected to increase 36 percent by the year 2000. Yet, the pool of scientists and engineers has been declining since 1980 and will do so through 1996." Data indicate that the pool of blacks and minorities in the sciences is declining at even greater rates.

The productivity of black colleges and universities in R&D is also tied to the quality of academic research facilities. In 1986, a report issued by the White House estimated that several billion dollars was needed over the next ten years to renovate and construct research facilities.

## RECOMMENDATIONS

### 1. FACILITIES

Recent national studies indicate that the "backlog of higher education's infrastructure capital investment needs exceed $60 billion and is growing." (Sean Rush, Campus at Risk..June 1990) It is estimated that about one-sixth of all campuses are more than 40 years old and that one-third are at least 30 years old. Given marginal public and private support for construction and renovation, deferred maintenance, and postponed capital renewal and replacement, it is estimated that public black colleges will need nearly $25 million each or $900 million over the next five years to bring physical plants in line with comparable state institutions.

Operating and energy costs, compliance with federal and state building regulations, and the inflated costs of construction all inhibit the capacity of black colleges to maintain state of-the-art facilities. In view of the lack of federal support, enhancement of facilities will require a sustained effort to generate substantial state and private dollars.

Federal programs such as the $20 million Research Facilities Modernization initiative in the National Science Foundation will have to be increased substantially to benefit black colleges.

2. Strengthen professional development programs for faculty and attract nationally recognized scientists and technologists who have distinguished themselves in research and development.

3. Support federal liaisons on black college campuses who would be responsible for institutionalizing programs to increase access to grants/contracts.

4. Promote the inventive capacity of scientists, technologists, and engineers engaged in R&D.

5. Strengthen undergraduate academic programs in science and technology and expand recruitment and retention efforts.

6. Expand current graduate programs and create new programs at the post-doctoral level in areas of national need such as mathematics, computer sciences, engineering, and biology.

7. Provide financial assistance for undergraduate students who demonstrate exemplary academic performance in science, technology, and other areas of national need.

8. Improve and create new infrastructures for the advancement of science and technology including laboratories, classrooms, scientific instrumentation, etc.

9. Improve curriculum, instructional materials, and teacher training programs at all levels of education including higher education, thus, creating a pipeline for the continued development of quality students from the public school sector.

10. Capitalize on existing innovations and strengthen areas of specialization in R&D at HBCUs

11. Develop a system architecture for creation of a research network designed to strengthen information-processing, sharing

of resources, and interfacing with other minority/majority universities.

12. Establish research labs and centers on black campuses to promote scientific and technological competitiveness in public and private sectors.

## DISCUSSION

1. Should support in Title III be increased for renovation and construction in the reauthorization of the Higher Education Act?

2. Should a national study and plan of action be commissioned to develop a quantified estimate of current and future facility conditions and needs at public black colleges?

## FOLLOW-UP INITIATIVES

The University of Arkansas at Pine Bluff is prepared to take the leadership in establishing a task force to conduct a study on facility needs at HBCUs in conjunction with the National Association for Equal Opportunity in Higher Education (NAFEO). The Office of the Advancement of Public Black Colleges (OAPBC) and the

United Negro College Fund (UNCF). In addition to the aforementioned associations, the task force will seek input and consult with distinguished scientists, congressional staff and other advocacy organizations.

Again, Mr. Chairman, I appreciate the opportunity of meeting with this committee and sharing my views on this very important topic.

Chairman **Hawkins**. Thank you.

Mr. Owens, I will yield to you.

Mr. **Owens**. I see, you were able to stay, Dr. Harvey. I wanted to start by saying I very much appreciate your testimony, and the details of the testimony. There is a lot there, I think, to be discussed in terms of ways in which we may work together to see to it that some adjustments of aid are made in the coming reauthorization of the Higher Education Act.

I just have one question for you, and that is in political bureaucratic terms, how can we deal with a system which would recognize and reward colleges and universities for their private initiatives, their own initiatives to gain more private sector support? How can we—you said we should have some kind of matching grant? I know you said don't penalize. How can we do a more positive kind of thing there which would be aid provided to all of the schools in terms of creating greater incentive to move in that direction?

Mr. **Harvey**. Well, specifically Congressman Owens, in the current legislation there is language which would penalize those of us that have done more than some of our other colleges. Your alma mater, Morehouse, Hampton and some others. As I said Hampton has increased its endowment in the private sector from $29 million to $80 million in the last ten years.

Well, with the formula that has developed, then we would be penalized in that endowment challenge and grant program. What I am advocating along with the other aspects of that endowment challenge program is to remove that language and allow those of us who have an opportunity and a capability to be unencumbered.

More specifically, I guess more importantly rather, what I am asking for is that we follow the original legislative intent of you, and that is to put that set aside for the black colleges.

Mr. **Owens**. I would like to talk to you more about some ways to accomplish that. At the beginning of our effort to move Title III forward and openly recognize the plight of the HBCU's in the last reauthorization effort, we had the problem of the—of the great success of Hampton and a few others, I don't think Morehouse is in the league with you on this one, you had a $40 million endowment, Tuskegee had $46 million endowment, I remember throwing that up as evidence that HBCU's as a category cannot be set aside or given special help.

I think when they looked at everybody else, it was clear that they couldn't use that criteria, but that is a problem in terms of insisting that poverty has to be a part of the criteria to help HBCU's and those that are not poor, put into another category, unless we deal for some kind of reward for—incentive program—for universities and colleges that do make that effort and are successful at it and don't penalize them.

Mr. **Harvey**. I quite agree, Mr. Congressman, because really that makes the case just the opposite, because just ten years ago we only had $29 million. And I think if we are given an opportunity, I am not just talking about the Hamptons, I am talking about all of us, if we are given the opportunity to challenge—you see, the motivation is there for us to go to the private sector and say, this is what we can get from the Federal Government. If we can't match that in Corporation X, Y and Z, all of us can do that, and the only thing that I am specifically asking for in removing that language would be to unencumber some of us who have done well.

But what I am really leading for is not so much the Morehouse or the Tuskegee, I am pleading for all of us as it relates to the specific set aside in the endowment grant, as it was originally intended and as was the original case.

Mr. **Owens**. Thank you. Brother Richmond, it is good to see you again. I want to congratulate you on your magnificent School of Library Science at your college. I went down to the 50th anniversary of the School of Library Science, and I will let the record show, I am a librarian so I am prejudiced in this area.

One of the problems that we have in seeking to funnel more resources into the HBCU's is that very few are accredited to be, quote, research universities.

I have not found really an official legal definition of research university, but in my subcommittee, the Subcommittee on Select Education, when I talk about funneling more money towards HBCU's, they chuckle, it is a bit of a joke in terms of they are not research universities. We have these 20 research centers, we have nine regional laboratories, we have all this out there, and none of it goes to HBCU's. And one of the reasons cited, is we are not really research universities and one of the things they throw at us immediately is just look at the library, look at the library capacity, and you can see how far behind they are. So I hope that the statement that you read by Dr. Joyce Payne is understood in terms of we cannot get recognition by declaring we ought to be recognized, we have to deal with some of the nitty gritty problems that are there. One is that concretely and specifically they point to the fact that the libraries really are in bad shape, or don't measure up, and there is a need to address yourselves to that.

I will ask all of you college presidents, do you understand that we have faculty often telling us that the only time the library is considered important is at accreditation time.

The accreditation process is over. The committee has visited. They start ignoring libraries again. Even when there are resources, they are not funneled to the libraries. That library is a center of the university, that is a theoretical statement. But it has never followed through in terms of administration.

Would you care to comment?

Mr. **Walker**. Well, I think you are quite right, but as I indicated, we must change, make drastic changes in our philosophy, as well as our teaching at historical black colleges. We have a large number of students coming back to these institutions, and we need to be ready to educate them, or educate them properly.

People talk about research and teaching. There is no difference in research and teaching. Research is teaching and teaching is research. The only way you are going to have a student who can compete is to have the student on the cutting edge of knowledge, and a teacher must be involved in research activities in that teaching process, and this must go on at historically black colleges more.

When we talk about students passing national accredited exams in pharmacy, in nursing, the way they make those exams critical, and the way they make them competitive is they put recent information in there, research information.

And so in order to have a top program, we must have and embrace the whole idea of research. We have people who come out and earn Ph.D.s and the only way they do it is to do research, and why should they stop doing research when they hit an historically black college campus.

What we have been told over a hundred areas that we ought to be good undergraduate institutions, we have never been told that we ought to branch out into the research and Ph.D. offered areas. And that is really why we are where we are today.

Mr. **Owens**. I would like to work with you and talk in more detail about how to specifically address ourselves to the issue of how the library facilities are not there. Grantsmanship—that was mentioned by one or two of you—is hampered by the fact that you don't have that to fall back on and say in the grant proposal that you have an adequate library and describe that library.

It often is a problem, and I am hoping that we can work out some ways to deal with the legislation and specifically address itself to ways to beef up the libraries.

Mr. **Richmond**. Mr. Congressman, I certainly would agree with you in terms of the critical role of the library, and certainly with a school of library and information sciences, we are very sensitive to the role of libraries and library science in education.

I would want you to understand that when we talk about Ph.D. programs, particularly when we talk about them at North Carolina Central University, we are talking about very specific programs, not only a wide scale area. The programs that we are addressing specifically are really three new programs, biophysics and certainly that would have implications for our library holdings in the sciences.

Information management, again, would have implications for our holdings, and we also talk about an LLM program in civil rights law in our school of law. But I want you to understand that when you look at our institutions, they do vary.

In our system in North Carolina there are some 45 institutions in terms of holdings, North Carolina Central University is about number seven in that list of 45. And there are institutions with lesser holdings offering selected Ph.D. programs. But I certainly would want the record to show that I strongly believe that the library would be one of the first places that you would have to enhance before you could really mount a successful Ph.D. level program in any discipline.

Mr. **Owens**. Thank you. If I could just take one more minute, Mr. Chairman.

Mr. **Hayes**. I yield my time to you.

Mr. **Owens**. Just one broad question.

I do want to ask you, are you addressing the President's deals, those six goals that have been set for us? No matter what you think of them, they are a commitment by our mainstream executive, some of the most powerful people in our Nation.

I think the President and the governors have committed themselves to those goals, that it is politically very desirable and important for you to think in terms of some of our own concerns regarding the initiatives that you take in trying to shape this reauthorization of the Higher Education Assistance Act and how you are going help to realize those goals.

Why, Dr. Walker, should the Federal Government be concerned about pumping $900 million selectively into the public black colleges? I think they ought to be concerned. I can give a thousand reasons, but I think we are going to have to be more political and make our reasons fit also or attach them to the mainstream concerns and expressed in those six goals.

I don't see how most of those can be realized unless there is great input from educators like yourselves. If we are going to be first in math and science, then we have to deal with the quality of math and science in the inner city communities and the lack of teachers there that must be replenished by your institutions for that purpose.

If we are going to stop the hemorrhaging in our high schools and have 90 percent graduation rates by the year 2000, we are going to have to have a whole lot of help. Even goal number one, that every child should be in school, already prepared for learning, should mean that the Federal Government will accept the responsibility of helping to train parents.

A number of commitments have been made in those goals, which are fantastic. It sounds like some radical from the sixties talking when you look at some of those goals.

Well, they have done that. They have made the theoretical statement. They have made a rhetorical statement. We ought to hold them to it. But in the process of seeking funds and seeking Federal support, I urge you to consider attaching yourself at all times to those goals.

There are obvious linkages. But we are going to have to show them, make sure it is understood that we play a major role in the enhancements of the Nation's national security as reflected through those goals. Thank you, Mr. Chairman.

Chairman HAWKINS. Mr. Hayes?

Mr. HAYES. No questions.

Chairman HAWKINS. You raise the question, I wondered whether or not you got an answer.

Mr. OWENS. I raised what, sir?

Chairman HAWKINS. About the national goals and how historically black colleges and universities could in some way aid the achievement.

Mr. OWENS. Do you want to give me time to hear comments?

Chairman HAWKINS. Well, you raised the question is, I am looking for an answer.

Mr. OWENS. If you might make a quick statement on how——

Chairman HAWKINS. Does anyone on the panel wish to comment on it or to respond?

Mr. HARVEY. I will make a quick statement, Mr. Chairman.

I think that the political and educational reality is that we do have to attach ourselves to those goals, and try to find the languages between those goals, our own interests, as well as did interests of the, quite frankly the politicians, the congressmen and the senators from our districts.

One thing that I do not think that we do enough of, and I think we have got to become a bit more politically astute in this regard, is to get involved in the political process as it relates to the political realities, and it really makes no difference where we come from, what city, what state, no matter how conservative or liberal or moderate the Congressman or the Senators may very well be, we have got to show a community of interest between our institutions and that particular political entity, and the political realities such as those that have been articulated and show where we can commit, that community of interest and how there is a quid pro quo for all involved.

Mr. **Richmond**. Mr. Congressman, I think you make a very good and valid point. Certainly, I agree with the political reality that we find ourselves in, and a number of the efforts that we have underway certainly would be compatible with those goals.

If you take our children's literature program in our school of library science as an example, and the need for literacy among some of the participants in the center city of our community, there are just linkages galore that could be used, and I certainly would agree.

Mr. **Walker**. May I just say that higher education is supposed to represent the intelligentsia, the top intelligentsia in terms of thinking and shaping that is coming every year, not just in producing professionals.

If $900 million is not a lot of money, considering what we will—what we must do——

Mr. **Owens**. I agree.

Mr. **Walker**. And I think we must realize that we are investing in something that is going to prevent literacy program, the teenage pregnancies, and many of the other social programs that we must deal with, and we don't question it at that point.

Mr. **Owens**. I agree. I am committed to all the small—you know, that is a submarine, because one submarine costs you more than that, a nuclear submarine, so it is a small amount of money when you consider the return on the investment.

What I am saying is politically, around here when you talk about military, they have no problem with $900 billion for a submarine, but when you start talking about education, you know, every penny counts, so part of making the rationale is the attachment to the goals so that they understand clearly the definite reason why we are asking for this.

It fits right in with the mainstream program we are trying to promote. It is the political end of it. It is not the need. The need is much greater, and we can afford it by ceasing to fund projects like the B-1 bomber, or to shut down the space program which every day goes through a series of billion-dollar blunders, you know. We lose a billion dollars, and if we don't shut that place down, it is going to break the country, if they keep blundering at such a high level.

One hundred billion dollars is spent for overseas, a hundred billion of it for defending Germany and Japan. I can go on and on. The money is there, and what you are asking for is probably too little. But we have to make the case when it comes to non-defense programs. We have to make the case and sell the program and build a momentum, and I think we have an advantage in attaching ourselves to those goals in every possible way, in the process of building the momentum and getting the programs authorized and funded.

Chairman **Hawkins**. Thank you. I am wondering whether or not in economics with a discussion between Dr. Harvey and Mr. Owens in terms of the set-asides as opposed to the matching money, we obviously introduced the concept of the matching money which provides 50 percent as opposed to 100, that might be possible in the set-asides as an attraction to the Appropriations Committee to make money available.

Now, there is always the risk that if the law has changed, I think you suggested changing it, Dr. Harvey, that it may prove to be less attractive. I am not so sure that yours will not, but there is the risk. The matching money obviously is much more attractive to the mood in Congress that isn't really inclined to give any money at all.

And we run that risk, I assume. You think it is wise to run the risk and to provide the set-asides. I think the President recommended set-asides, did he not?

Yes. I think the President did recommend set-asides. That is one positive feature about it. I am wondering whether or not anyone else would care to comment on that, because that will be one of the issues that must be confronted. If the law has changed, it is a question of whether or not the additional money would be available anyway.

Mr. **Harvey**. Well, Mr. Chairman, we don't quarrel with the challenge aspect. What we are asking for is to go back to the origin intent and to set aside the money, even with the challenge aspect. You see originally there was a set-aside, and then 1986 that was changed.

We don't quarrel with the matching aspect at all. We are just asking for a setaside, and indeed in the 101st Congress, initially with bipartisan support, there was a set-aside for that endowment challenge grant. That did not pass. So what we are asking for is for the set-aside in the challenge grant with the matching.

The only difference is I guess we are going back to the future. Let's go back to the original intent in 1984 for the future. To set-aside a certain amount for the historically black colleges and universities. Don't change the match. We don't quarrel with that at all.

Chairman **Hawkins**. In other words, you would have both in some degree of a specific match up to a point, but then a set-aside made available beyond that?

Mr. **Harvey**. That's correct. Let me mention one other thing. In my testimony I glossed over it rather briefly, but my more extended views did deal with it. We now have a joint legislative committee. I happen to chair that, Office of Public Black Colleges and NAFEO, to try and assist you in working through any of the specifics.

Now let me just be very, very brief as to why that is the case, because the various representatives of the various constituent groups, whether or not they are public or private, may very well be at odds.

What we are trying to do is to come together to assist you on behalf of the universe of black colleges so that we can move forward. Of course, in raising that floor from $350,000 to $300,000, we have agreed on that, and what we want to do is to be able to speak with one voice and reduce the attention and reduce the conflict, eliminate it if at all possible, so that we can let you know what we think is best for the universe of black colleges.

And what we are saying is in that instance, we want to raise the floor. The other instance, we want to be able to get some set-asides, as was the original intent and was, as was the original case in the Endowment Challenge Program. So we have got a vehicle for working with you on those kinds of things, and we are more than willing to do that.

Chairman HAWKINS. I certainly agree with you that those who do what ordinarily is done should not be penalized. That I think we should definitely do something about.

Mr. RICHMOND. Although our university is not in the same endowment league with our colleges at the end of the table here, we did participate in one round of endowments. We were disqualified the second round by formula being too well-endowed.

I am not sure how that determination was made in light of our endowment. But I do believe that this formula is something that is in need of serious review and I believe the kind of Dr. Harvey has made reference to by that joint effort will certainly come forward with a single proposal.

Chairman HAWKINS. I would not want anyone to misunderstand the meaning of this meeting. It is not to supersede the new committee next year which will be a new committee. It is just really to get a running start, because I think it is necessary to prepare at this time.

It would be a mistake, I think, to wait too long. The fact that you have unified your efforts, I think, is commendable. I think you are moving in the right direction. I am a little bit more optimistic than what I was a year ago.

There is no reason to be cynical, but just to continue efforts the way you have started, I think that is a good united front. That will be the best protection that you will have.

Again, the Chair would like to thank the witnesses. You have been very valuable and helpful to the committee. We certainly hope you will continue. Thank you.

Chairman HAWKINS. It is the intent of the committee, with the concurrence of my colleagues, to get into the next panel, to forego the lunch period, which may be a mistake. But it has been my experience that once we get a recess, it is difficult to get people back. I hope my members are willing.

Mr. HAYES. We will agree with that.

Chairman HAWKINS. We have at least two of the afternoon panel here. We can proceed. The witnesses have been very cooperative. There has been very little duplication. Nobody has really transgressed the time limit.

So, we will proceed, if that is acceptable. Dr. Thomas Cole is present, I think. Dr. Thomas Cole, President at Clark Atlanta University. I assume Dr. McClure, Dr. Fort and Dr. Sudarkasa are not here at this time. We will proceed with Dr. Cole. We are delighted to have you with us.

## STATEMENTS OF DR. THOMAS COLE, PRESIDENT, CLARK ATLANTA UNIVERSITY, ATLANTA, GEORGIA; DR. WESLEY C. McCLURE, PRESIDENT, VIRGINIA STATE UNIVERSITY, PETERSBURG, VIRGINIA; DR. DAVID SATCHER, MEHARRY MEDICAL SCHOOL; DR. EDWARD FORT, CHANCELLOR, NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY, GREENSBORO, NORTH CAROLINA; and DR. NIARA SUDARKASA, LINCOLN UNIVERSITY, LINCOLN, PENNSYLVANIA

Mr. COLE. Thank you, Mr. Chairman, for the opportunity to testify before the House Committee on Education and Labor on matters pertaining to strengthening of black colleges and universities in the Nation. My name is Thomas Cole, and I am President of Clark Atlanta University.

The institution I represent is one of only two private, historically black, comprehensive universities offering programs of research and teaching leading to the Ph.D. degree in the Nation. It was formed two years by the consolidation of Atlanta University and Clark College, and now enrolls 3,400 undergraduate and graduate students.

Mr. Chairman, you have a copy of my written testimony, most of which has already been given. I would like to highlight a few points to that testimony.

In his remarks this morning, Dr. Humphries talked about the production of only 800 Ph.D.s to African-Americans in the year 1989. What he did not tell you is how that 800 was broken down. For African-Americans, the majority of Ph.D.s are awarded in the field of education. Fewer than 100 were awarded in the natural sciences, mathematics and engineering.

If you would exclude Howard University, Meharry Medical and Clark Atlanta University from the institutions producing Ph.D.s for African-Americans in the sciences, then that number would be reduced by almost 15 percent.

That is evidence of how critical it is that we give more attention to graduate education for African-Americans. It is to that issue I want to speak regarding higher education reauthorization.

During the 1986 reauthorization of the Higher Education Act, Congress enacted a program of institutional assistance to the Nation's HBCUs, 97 of which received support under Title III, Part A and Part B. A less well-known but equally important part of the Act is section 326, which has been referred to in previous testimony.

Section 326 provides support for five graduate and professional schools, including the Charles R. Drew Postgraduate Medical School, the Tuskegee University School of Veterinary Medicine, the Meharry Medical School, the Morehouse School of Medicine, and Clark Atlanta University, where I serve as President.

When Congress acted to fund these schools, Atlanta University was a separate entity and the only black graduate school in America. Although Tuskegee's School of Veterinary Medicine was not organizationally independent from Tuskegee Institute, in an administrative sense, the academic program was separate, the cost of education was very different, and the veterinary school was headed by a dean with a greater degree of autonomy in terms of his operation of the School of Veterinary Medicine.

An even less well-known fact is that Senator Paul Simon, who worked with you, Mr. Chairman, to make the Black College Act a reality, worked with the Presidents and Deans of the five section 326 schools in 1984 to design the Graduate/Professional section of Part B.

The schools that were selected, with the exception of Tuskegee School of Veterinary Medicine, were not associated with an undergraduate institution and would have received no funding under the regular Part B program since they enrolled no Pell Grant recipients.

The decision as to which schools would be included in section 326 was arrived at after many discussions with your staff and Senator Simon's staff. A determination was made to focus the section 326 funds on medical training, with the exception of Atlanta University, where Federal funds would primarily support research and education in the natural sciences and mathematics and the professional school of social work which has its primarily emphasis on clinical social work practice.

It is logical then to consider expanding the section 326 umbrella to include the allied health area and the law. There are significant shortages among African-Americans in both of these arenas.

Today, we recommend that the Florida A&M School of Pharmaceutical Sciences, the Xavier University School of Pharmacy, the Texas Southern University School of Pharmacy—or the Thurgood Marshall School of Law at Texas Southern University—and the Southern School of Law be added to section 326.

Each of these five schools would receive a pro rata share of any funding above the fiscal year 1989 appropriations level for section 326, and would continue to receive additional funds until each attains "parity" or the $500,000 funding level.

Under current law, eligible institutions must match—on a dollar-for-dollar basis—any amount received above $500,000. Since the Morehouse School of Medicine enjoys certain protections in the current law, we believe that those provisions should continue. The Morehouse School of Medicine has been receiving Federal funding to support its Medical Education Program since 1977. I strongly support continued funding for Morehouse and its preferred status among section 326 institutions.

Finally, Mr. Chairman, there has been some discussion among black college presidents of establishing a so-called "generic" section 326 provision to replace the current school-specific provisions.

I am opposed to any type of generic language. The addition of any new institutions should be evaluated on a case-by-case basis, and a policy determination made as to the appropriateness of including any new schools. The determination should be made within the black college community before Congressional support for changing the law is pursued. Given current Federal budgetary constraints, creating excessive demand by adding new schools to section 326 would only reduce its effectiveness in quality professional training of the intended beneficiaries.

Mr. Chairman, as I said earlier, other witnesses undoubtedly will address very important sections of the Higher Education Act such as Title IV, student assistance, and the teacher training, international and graduate education sections. However, I would be remiss if I do not emphasize the need for equal attention to other low vital areas such as college libraries and training of library professionals, and improvement of postsecondary education, particularly in the sciences, mathematics and engineering.

Mr. Chairman and members, you know that in 1986, Congress amended and reauthorized Title II of the Higher Education Act. However, funds have not been appropriated for Part A on College Library Resources since fiscal year 1981.

For minority institutions that lack adequate resources for costly acquisitions in the physical sciences, engineering and business programs, the potential long-term impact on quality education of our students is very serious.

Also, with the advances in information technology, the need for training and retraining of African-American librarians has never been greater. Therefore, I recommend appropriations for the Title II Part A and serious consideration of a set-aside under Title II for the two library professional schools at the HBCUs: The School of Library of Clark Atlanta University and North Carolina Central University. You should know that Clark Atlanta University has the only accredited School of Library in the State of Georgia.

I would like to conclude my testimony by calling your attention to a section of Title X that has been of tremendous benefit to minority institutions such as Clark Atlanta University. I refer to the Minority Science Improvement Program, MSIP. Mr. Chairman, and members of the panel, this program has been effective in support of our schools.

However, since 1970, appropriation for MSIP has grown from approximately $5 million to only $6.5 million, which the number of eligible institutions has grown from 35 to over 200. Funds from the MSIP has allowed Clark Atlanta University to be a leader in effective use of information technology in teaching and learning.

The integrated computer instructional support system developed by Clark Atlanta and Ohio Universities with MSIP and IBM funding is being used by over 45 undergraduate institutions throughout the country. I am personally aware of the effectiveness of MSIP in supporting curriculum and faculty development in the sciences at several minority institutions. Therefore, I recommend an authorized level of at least $25 million in the 1992 reauthorization.

Thank you for allowing me to be present today. Mr. Chairman, I wish you well in your retirement. It would be an understatement to say we will miss you. Our country is richer today because of your leadership in the last 20 years, and we hope we would be able to call on your wise counsel from time to time.

[The prepared statement of Dr. Thomas Cole follows:]

# A FORUM

of the

# HOUSE COMMITTEE ON EDUCATION AND LABOR

CHAIRMAN: REPRESENTATIVE AUGUSTUS HAWKINS

DECEMBER 10, 1990

CAPITOL HILL

WASHINGTON, D.C.

TESTIMONY OF

THOMAS W. COLE, JR., PRESIDENT

CLARK ATLANTA UNIVERSITY

Thank you, Mr. Chairman, for the opportunity to testify before the House Committee on Education and Labor on matters pertaining to strengthening of Black Colleges and Universities in the nation. My name is Thomas Cole and I am president of Clark Atlanta University.

The institution I represent is one of only two private, historically black, comprehensive universities offering programs of research and teaching leading to the Ph.D. degree in the nation. It was formed two years ago by the consolidation of Atlanta University and Clark College and now enrolls 3,400 undergraduate and graduate students. Through this consolidation and with the help of the United States Congress, we have been able to strengthen our capacity to provide higher education opportunities to African American students that will enable them to join the workforce as literate, tax-paying citizens who will contribute fully with their skills and leadership to the nation's economy.

Mr. Chairman and members of the Committee, I know that you are all familiar with the many reports that lament the deficiencies of our education system, from kindergarten to graduate school, especially with regards to the education of minorities. Unless there is system reform of the nation's schools and increased emphasis on access to educational opportunity in higher education for minorities, the problem will get worse and our nation will become less competitive in the global marketplace.

Commerce Secretary Mosbacher, testifying before the Senate Committee on Commerce, Science and Transportation last year said, "Illiteracy, dropout rates, underachievement; all these cost business and society dearly. Dropouts alone cost our society in wasted human potential, lost taxes and wages and public assistance, over $240 billion annually." If this estimate is even close, then the impact of dropouts is almost as much as the budget deficit!

The issue before us, Mr. Chairman and members of the Committee, is what do we do about it. Clearly, there is no single set of solutions or strategy to attack a problem of this magnitude. The solution will be the result of a comprehensive and sustained effort focused on the educational system from kindergarten to graduate school. We need a new partnership of business and industry, government and the education community with the impetus and force coming from local and state levels; with individuals and groups demanding action and forcing reforms at all educational levels. We need fundamental change of the structure and financing of our schools, and we need to provide the resources to those institutions, like the historically black colleges and universities (HBCU's), that have a documented track record of outstanding performance in carrying out a disproportionate share of the responsibility of educating the nation's African American youth.

In 1964, there was less than 200,000 African American students enrolled in the nation's institutions of higher education. Approximately 85 percent were enrolled in historically black colleges and universities. Today, the number of African American students pursuing higher education is just over 1 million with 80 percent enrolled in predominantly white institutions. More than forty percent of these however are in community and junior colleges and most do not continue beyond the associate degree level. As a result, of the the African American students who do receive baccalaureate degrees, more than 40 percent graduate from the historically black colleges and universities that enroll less than 20 percent of the students.

The sad commentary, Mr. Chairman, is that in spite of more than two decades of equal opportunity and affirmative action in the nation's higher education system nearly, one-fourth of African Americans are enrolled in the 117 historically black colleges and universities. The rest are dispersed among the 3,000 predominantly white institutions. Clearly, the black colleges and universities are carrying a disproportionate share of the responsibility of education the nation's black youth; but without these institutions, the situation obviously would be significantly worse. Black colleges and universities have provided education otherwise unavailable to thousands of able and deserving youths and much of the African American leadership in America today comes from alumni of these institutions.

Conservative estimates show that by the year 2020, minorities will emerge as "one-third" of this nation -- African Americans, Hispanic Americans, American Indians, and Asian Americans. Unfortunately, men and women from these minority groups are America's most educationally and economically disadvantaged and underserved groups. For African Americans, the problems are even more acute. They are the group with the highest poverty and unemployment rates, and the only group in which the enrollment in higher education has declined over the past decade.

At the graduate level, the statistics are very disturbing. In 1978, the 61,923 African Americans enrolled in graduate school represented 6.2 percent of the total graduate enrollments; by 1980, both the absolute number and the percentage decreased. The downward slide continued in 1982, when the 54,907 African American graduate students comprised just 5 percent of the total graduate enrollment. Currently, African Americans constitute less than 4.8 percent of the total graduate enrollment in the nation's graduate schools.

This downward turn is reflected in the production of doctorates. In 1973, 581 African Americans, 2.4 percent of the total, were awarded doctorate degrees. By 1979, 1,055 (5 percent) of the total earned doctorates. In 1981, the figure was 1,104 (4 percent) and less than 900 in 1988. For 1989, the number was 811 which represents a 10-year decline of 23 percent!

These aggregate numbers actually mask important facts about the underrepresentation of African Americans in particular fields and disciplines. More than half of the doctorates earned by African Americans are in education. In 1985, African Americans earned 503 doctorates in Education, 205 in the Social and Behavioral Sciences, 75 in the Humanities, 34 in engineering, 23 in chemistry, 18 in the life sciences, 7 in mathematics, 4 in physics and 3 in computer science. Thus, less than 100 were in the natural sciences, mathematics and engineering! These statistics have not improved. In fact, in some fields, they are worse in 1989. In that year, there was only one Ph.D. in computer science. If it were not for Howard University, Meharry Medical College and Clark Atlanta University, the numbers for the biomedical sciences and chemistry would be far worse.

Mr. Chairman and members of the Committee, the record of performance of the historically black colleges and universities show clearly that they could, and will play, an even more effective role in educating the underserved and underprepared inner city and rural African American student. However, they need increased funding from the Federal government, in the case of publicly supported HBCU's, from state governments as well. Since other witnesses will make recommendations on issues such as student aid, basic educational support grants and Title III, endowment building, I would like to focus my recommendation on the following:

- The graduate Section of Title III - Section 326.
- Support for Library Improvements.
- Increased support for the minority science improvement program under Title X (ten).
- Facilities Support for Construction and Renovation.

During the 1986 reauthorization of the Higher Education Act, Congress enacted a program of institutional assistance to the nation's Historically Black Colleges and Universities. Ninety-seven predominantly undergraduate institutions receive support under Title III, Part B. A less well-known, but equally important part of the Black College and University Act is Section 326, which provides support for five graduate and professional schools, including the Charles R. Drew Postgraduate Medical School, The Tuskegee University School of Veterinary Medicine, The Meharry Medical School, The Morehouse School of Medicine, and Clark Atlanta University, where I serve as President.

When Congress acted to fund these schools, Atlanta University was a separate entity and the only black graduate school in America. Although Tuskegee's School of Veterinary Medicine was not organizationally independent from Tuskegee Institute, in an administrative sense -- the academic program was separate, the cost of education was very different, and the veterinary school was headed by a dean with a greater degree of autonomy in terms of his operation of the School of Veterinary Medicine.

An even less well known fact, is that Senator Paul Simon -- who worked with you, Mr. Chairman, to make the Black College Act a reality -- worked with the Presidents and Deans of the five section 326 schools in 1984 to design the Graduate/Professional section of Part B. The Schools that were selected, with the exception of Tuskegee School of Veterinary Medicine, were not associated with an undergraduate institution and would have received no funding under the regular Part B program since they enrolled no Pell Grant recipients. The decision as to which schools would be included in Section 326 was arrived at after many discussions with your staff and Senator Simon's staff. A determination was made to focus the Section 326 funds on medical training, with the exception of Atlanta University where federal funds would primarily support research and education in the natural sciences and mathematics and the professional school of social work which has its primary emphasis on clinical social work practice.

It is logical then to consider expanding the Section 326 umbrella to include the allied health area and the law. There are significant shortages among African Americans in both of these arenas. Today we recommend that the Florida A&M School of Pharmaceutical Sciences, The Xavier University School of Pharmacy, The Texas Southern University School of Pharmacy (or The Thurgood Marshall School of Law at Texas Southern University), and the Southern School of Law be added to Section 326. Each of these five schools would receive a pro rata share of any funding above the FY 1989 appropriations level for Section 326, and would continue to receive additional funds until each attains "parity" or the $500,000 funding level. Under current law, eligible institutions must match -- on a dollar for dollar basis -- any amount received above $500,000. Since the Morehouse School of Medicine enjoys certain protections in the current law, we believe that those provisions should continue. The Morehouse School of Medicine has been receiving federal funding to support its Medical Education Program since 1977. I strongly support continued funding for Morehouse and its preferred status among Section 326 institutions.

Finally, Mr. Chairman, there has been some discussion, among black college Presidents, of establishing a so-called "generic" Section 326 provision to replace the current school-specific provisions. I am opposed to any type of generic language. The addition of any new institutions should be evaluated on a case by case basis, and a policy determination made as to the appropriateness of including any new schools. The determination should be made within the black college community before Congressional support for changing the law is pursued. Given current federal budgetary constraints, creating excessive demand by adding new schools to section 326 would only reduce its effectiveness in quality professional training of the intended beneficiaries.

Mr. Chairman, as I said earlier, other witnesses undoubtedly will address very important sections of the Higher Education Act such as Title IV, student assistance, and the teacher training, international and graduate education sections. However, I would be remiss if I do not emphasize the need for equal attention to other low vital areas such as college libraries and training of library professionals, and improvement of postsecondary education particularly in the sciences, mathematics and engineering.

Mr. Chairman and members, you know that in 1986 Congress amended and reauthorized Title II of the Higher Education Act. However, funds have not been appropriated for Part A on College Library Resources since FY 1981. For minority institutions that lack adequate resources for costly acquisitions in the physical sciences, engineering and business programs, the potential long-term impact on quality education of our students is very serious. Also, with the advances in information technology, the need for training and retraining of African American librarians has never been greater. Therefore, I recommend appropriation for the Title II Part A and serious consideration of a set-aside under Title II for the two library professional schools at the HBCUs: the Schools of Library of Clark Atlanta University and North Carolina Central University. You should know that the Clark Atlanta University has the only accredited School of Library in the state of Georgia.

I would like to conclude my testimony by calling your attention to a section of Title X that has been of tremendous benefit to minority institutions such as Clark Atlanta University. I refer to the Minority Science Improvement Program (MSIP). Mr. Chairman and members of the panel, this program has been effective in support our schools. However, since 1970, appropriation for MSIP has grown from approximately $5 million to only $6.5 million while the number of eligible institutions has grown from thirty-five to over two hundred. Yet, the need for the MSIP is ever greater now than in 1970. Funds from the MSIP has allowed Clark Atlanta University to be a leader in effective use of information technology in teaching and learning. The integrated computer instructional support system developed by Clark Atlanta and Ohio Universities with MSIP and IBM funding is being used by over forty-five undergraduate institutions throughout the country. I am personally aware of the effectiveness of MSIP in supporting curriculum and faculty development in the sciences at several minority institutions. Therefore, I recommend an authorized level of at least $25 million in the 1992 reauthorization.

Thank you for allowing me to be present today. Mr. Chairman, I wish you well in your retirement. It would be an understatement to say we will miss you. Our country is richer today because of your leadership in the last twenty years, and we hope we would be able to call on your wise counsel from time to time.

Mr. OWENS. The Chairman had to step out for a few minutes but we do want to continue.

Dr. McClure, President of Virginia State University?

Mr. MCCLURE. Thank you.

I, too, echo the sentiments and presentations that have been made earlier this morning. The presentation that has been submitted to you is somewhere on some plane associated with an airline. I went to an accreditation meeting yesterday related to the southern region.

I can tell you that there is a growing meanness in this Nation now not only regarding African-Americans but institutions which serve a preponderance of African-Americans. As part of the accreditation process going on now in Georgia I had the opportunity to speak to some of those issues.

It is very significant to me that this committee is considering these topics today and that I can convey a general view for this committee that the higher education institutions we represent are very valuable as national resources.

I greatly appreciate your comments, Mr. Chairman, regarding the need to tie our institutions to the national agenda. I can say that there are many African-Americans—I should say this to the general public because you know it. The African-Americans are growing ever-more cynical to the American system.

There are rising racial tensions within the society. I believe historically black colleges and universities had perhaps more than any other single set of the institutions in this Nation, helped to stem the tide of this growing cynicism that we see evidenced in all of society.

Secondly, this can best be done by educating a single group of people who at this time had not been educated. Talking about two types of education. I think there is a need for this society to relook at the importance it plays toward the education of minority citizens and to the quality of that education, that we need to make sure that we have a significant pool of minority teachers in the public schools as well as in higher education and that these teachers have a high sensitivity to the needs of minorities and African-Americans.

Then there is another kind of education that I think our institutions can perform. That is to further sensitize this Nation to the importance and to the critical place which African-Americans have in the life of this Nation.

It is particularly significant to me that the Iraq debate is going on and questioning as to why this Nation is in Iraq.

I think it is equally important that we pursue the question why we need a strong system of higher education and equally as important, I would say, why must blacks be at the centrality of any plan or strategy that we have to produce and further convey a strong system of public education in this Nation?

So the thrust of my presentation this morning is aimed at making sure that our institutions approve the programs and the general support which only can be conveyed from the national level to help improve education and on the other hand give our institutions an opportunity to further help this Nation to address problems and concerns which are endemic to African-Americans, particularly the murder rate, the lack of concern for the worth of life.

If you are not concerned about the worth of life, you are not concerned about the pursuit of happiness. If you are not concerned about the pursuit of happiness, you are not concerned with dreaming.

That is probably the reason all of us are here. When we lose the need to dream, we lose the ability to develop to our fullest potential. Therefore, we see a race actually turning against itself in some measure supported by American public policy.

So in conclusion, let me say that I believe before we consider the question of whether there ought to be, whether we have strong legislation, we must make sure that it is based on sound and strong public policy.

Before you can have strong and sound public policy, you must have a strong and sound philosophy, one that is both morally and legally sound.

I am hopeful that we are asking the right questions as to whether we have a sincere interest in making sure that all of our citizenry will receive the full benefits of the American dream and the testimony which I would present, which was represented to you in writing speaks to that fundamental proposal, namely, a questioning on my part as to whether this Nation still embraces a very serious concern for the long-term plight of African-Americans and particularly the African-American black male.

Thank you very much.

[The prepared statement of Dr. Wesley C. McLure follows:]

# FORUM ON HIGHER EDUCATION ACT REAUTHORIZATION ISSUES IMPACTING BLACK COLLEGES AND UNIVERSITIES

Rayburn House Office Building
Room 2175
Washington, D.C.

December 10, 1990

Wesley Cornelious McClure
President
Virginia State University

MR. CHAIRMAN; DISTINGUISHED MEMBERS OF THE EDUCATION AND LABOR COMMITTEE OF THE HOUSE OF REPRESENTATIVES; OTHER MEMBERS OF CONGRESS; STAFF.

I AM HONORED TO JOIN MY DISTINGUISHED COLLEAGUES AND OTHER PRESENTERS AS WE ATTEMPT THROUGH OUR LIMITED MEANS TO CONGRATULATE AND SALUTE YOU, MR. CHAIRMAN, AS YOU PREPARE TO CLOSE ONE OF THE BRIGHTEST CHAPTERS IN THE ENTIRE HISTORY OF THIS GREAT INSTITUTION. WE

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CELEBRATE YOUR BOLD VISIONARY LEGACY WHICH WILL RING THROUGH THE CENTURIES. WE REFLECT UPON YOUR TIRELESS SERVICE ON BEHALF OF THE CONSTITUENCIES WHICH WE REPRESENT. CERTAINLY, OUR WARMEST WISHES FOR HAPPINESS, LIBERTY, AND PEACE GO WITH YOU AND YOUR HOUSE.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, LET ME BEGIN BY MAKING A FEW OBSERVATIONS WHICH I DEEM TO BE SERIOUS, IF NOT CRITICAL, TO ANY DISCUSSION ON THE FUTURE OF OUR INSTITUTIONS. FIRST, HISTORICALLY BLACK COLLEGES DO NOT COMPRISE A HOMOGENEOUS MASS; RATHER, WE RUN A SPECTRUM WHICH IN MANY WAYS PARALLELS THE SPECTRUM OF AMERICAN HIGHER EDUCATION INSTITUTIONS. SECOND, WE SERVE A HIGHLY DIVERSE POPULATION AND SUBSCRIBE TO DIFFERENTIATED MISSIONS AND COMPARATIVE ADVANTAGES.

THIRD, WE HAVE HISTORICALLY CONFRONTED AND PREVAILED IN A SOCIETY BASED ON INEQUALITY AND UNEVEN TREATMENT. FOURTH, WE MUST BE HONEST AND COURAGEOUS IN THE FORMULATION OF ANY STRATEGY DESIGNED TO INSURE THAT THE TRADITION OF EXCELLENCE IN BLACK HIGHER EDUCATION WILL CONTINUE, PARTICULARLY IN THESE TIMES. FIFTH, ANY LEGISLATIVE AGENDA WHICH MAY EVOLVE THROUGH THIS FORUM MUST BE SUFFICIENTLY FLEXIBLE, INTELLIGENT AND VISIONARY SO AS TO ACCOMMODATE THE PECULIAR CIRCUMSTANCES AND VAGARIES OF OUR SEVERAL STATES AND REGIONS.

THE FUTURE OF AFRICAN AMERICANS IS, IN LARGE MEASURE, A FUNCTION OF THE STRENGTHS AND INTER-RELATIONSHIPS OF OUR TRADITIONAL INSTITUTIONS (I.E., THE BLACK FAMILY, THE BLACK CHURCH, BLACK BUSINESS, THE

BLACK COLLEGE) WITH THEIR COUNTERPARTS IN THE LARGER SOCIETY. WHERE AFRICAN AMERICANS HAVE FAILED AND WHERE WE HAVE SUCCEEDED CAN BE TRACED DIRECTLY TO CIRCUMSTANCES AND OCCURRENCES IN THE BROADER ARENA, IN STATE HOUSES, BOARD ROOMS, THE JUDICIAL SYSTEM, AND OUR ENTIRE SOCIO-ECONOMIC SYSTEM.

OUR INTERDEPENDENCE WITH THE BROADER MOVEMENTS OF THE WORLD WILL NOT CHANGE. STRENGTHENING THE ROLE OF HBCUS IS CENTRAL TO THE AGENDAS OF OUR SEVERAL STATES, OUR SEVERAL REGIONS, AND, INDEED, THIS NATION. WE MUST RESIST ANY EFFORT ON THE PART OF ANY INDIVIDUAL, MUNICIPALITY, OR PRINCIPALITY TO ISOLATE US FROM THE MAINSTREAM.

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## CHALLENGES AND ISSUES

DURING THE NEXT DECADE, ALL COLLEGES AND UNIVERSITIES WILL BE TESTED BY A VARIETY OF FACTORS: CHANGING DEMOGRAPHICS OF THE STUDENT BODY; EXTRAORDINARY REQUIREMENTS OF THE PRESENT AND EMERGING WORKFORCE; INCREASED GOVERNMENT REGULATIONS, BOTH FEDERAL AND STATE; FUNDING NEEDS FOR NEW FACILITIES AND DEFERRED MAINTENANCE; PERSISTENT FEDERAL BUDGET DEFICITS THAT WILL LIMIT AVAILABLE FUNDS FOR RESEARCH AND FINANCIAL AID; ESCALATING RACIAL, SOCIETAL AND GLOBAL TENSIONS; INCREASING COSTS WHICH THREATEN EXISTING DEFINITIONS OF AFFORDABILITY AND ACCESS; NEW AND MAJOR SHIFTS IN FUNDING PRIORITIES, SUCH AS THOSE IMPOSED BY THE SAVINGS AND LOAN DEBACLE AND CONFLICTS OF THE TYPE

IN WHICH WE ARE NOW ENGAGED WITH IRAQ; A DECLINING POOL OF OUTSTANDING FACULTY AND QUALIFIED ADMINISTRATORS; MORE STRINGENT STANDARDS OF ACCREDITING AGENCIES; AND INCREASED COMPETITION FOR DESERVING STUDENTS.

I DO NOT NEED TO TELL YOU THAT HIGHER EDUCATION IS IN SERIOUS TROUBLE. FROM YOUR VARIOUS AND STRATEGIC POSITIONS, YOU ARE FULLY INFORMED OF THE CRISES WHICH INDEED CONFRONT PRESTIGIOUS AND FLAGSHIP INSTITUTIONS OF THE SEVERAL STATES. THE LEGISLATURES OF THESE STATES ARE NOT ABOUT TO SACRIFICE THE NEEDS AND ASPIRATIONS OF THOSE INSTITUTIONS IN FAVOR OF THE INSTITUTIONS REPRESENTED BY MANY PRESENT TODAY.

## A GENERAL ROLE FOR PUBLIC INSTITUTIONS

WHILE OUR INSTITUTIONS HAVE A FUNDAMENTAL OBLIGATION TO SERVE THESE NEEDS AND ASPIRATIONS OF THE LARGER SOCIETY, WE HAVE AN HISTORIC AND COMPELLING CALL TO ASSIST THIS NATION IN ITS QUEST TO REMAIN A WORLD POWER.

1. PUBLIC BLACK UNIVERSITIES MUST ASSUME THE LEADERSHIP ROLE IN ASSURING THAT "MINORITIES" WILL BE ADEQUATELY PREPARED TO ENTER THE NATIONAL WORK FORCE BY THE YEAR 2000.

2. PUBLIC BLACK UNIVERSITIES MUST FIND CREATIVE MEANS FOR UTILIZING TECHNOLOGY IN TEACHING, LEARNING AND RESEARCH WHICH APPEAL TO THE UNIQUE BACKGROUNDS OF THE STUDENTS WHOM WE SERVE.

3. PUBLIC BLACK UNIVERSITIES MUST BE LEADERS IN THE ESTABLISHMENT OF PARTNERSHIPS WITH PUBLIC SCHOOLS, ESPECIALLY THOSE WHICH SERVE LARGE NUMBERS OF MINORITIES.

4. PUBLIC BLACK UNIVERSITIES MUST FOSTER THE CREATION OF NEW KNOWLEDGE WHICH RESOLVES

THOSE PROBLEMS WHICH ARE EXTANT TO AFRICAN AMERICANS.

5. PUBLIC BLACK UNIVERSITIES MUST SERVE AS THE PRINCIPAL RESOURCE FOR ASSURING THAT AFRICAN AMERICANS ARE NOT LOST IN THIS INFORMATION AGE. IT IS BROADLY HELD THAT THOSE WHO EMERGE AS THE CONTROLLERS OF INFORMATION DURING THIS DECADE WILL DETERMINE WHAT HAPPENS IN THE WORLD FOR AT LEAST THE FIRST HALF OF THE TWENTY-FIRST CENTURY, IF NOT LONGER.

## FOCUSING THE AGENDA

AS WE PREPARE TO RECEIVE THE LARGEST POOL OF BLACKS AND MINORITIES IN HISTORY WHO DESERVE A HIGHER EDUCATION, WE OBSERVE A FAILURE ON THE PART OF MAJORITY INSTITUTIONS TO MEET THE NEEDS AND ASPIRATIONS OF THESE INDIVIDUALS. THERE IS A RISING TIDE OF CYNICISM AMONG AFRICAN AMERICANS WITH

RESPECT TO THE COMMITMENT OF MAJORITY INSTITUTIONS TO SERVE THEM. MANY BRIGHT AND PROMISING AFRICAN AMERICANS FEEL THAT THEY ARE NOT WELCOME AT THESE INSTITUTIONS. AS PUBLIC BLACK UNIVERSITIES BECOME THE INSTITUTIONS OF CHOICE FOR THE BEST AND BRIGHTEST AFRICAN AMERICAN STUDENTS, YOU HAVE THE OPPORTUNITY AND THE OBLIGATION TO FORMULATE AND ADVANCE A PUBLIC POLICY WHICH ACCORDS PRIORITY STATUS TO OUR INSTITUTIONS IN ADDRESSING THIS NATION'S OMINOUS AGENDA.

WITH RESPECT TO YOUR CONCERN FOR AND INTEREST IN THE VIABILITY OF OUR INSTITUTIONS, NINE GENERAL GOALS MIGHT GUIDE YOUR DELIBERATIONS ON REAUTHORIZATION OF THE HIGHER EDUCATION ACT (HEA):

1. YOU CAN PROMOTE ACCESS AND OPPORTUNITY BY ASSURING THE AVAILABILITY OF HIGHER EDUCATION TO ALL AFRICAN AMERICANS, ESPECIALLY THE POOR AND MIDDLE CLASS.

2. YOU CAN INSIST THAT EDUCATIONAL EXPERIENCES PROVIDED TO AFRICAN AMERICANS ARE OF THE HIGHEST CALIBER AND ARE DIRECTED TO THE PROTECTION OF ESSENTIAL FREEDOMS.

3. YOU CAN SUPPORT PROGRAMS AND INITIATIVES WHICH ESTABLISH PUBLIC BLACK UNIVERSITIES AS LEADERS IN ECONOMIC DEVELOPMENT, ESPECIALLY FOR MINORITY BUSINESSES.

4. YOU CAN ENCOURAGE INITIATIVES AT PUBLIC BLACK UNIVERSITIES WHICH AIM TO FIND SOLUTIONS TO CRITICAL SOCIAL PROBLEMS AND ISSUES WHICH DIRECTLY AFFECT AFRICAN AMERICANS AND OTHER MINORITIES.

5. YOU CAN FOSTER THE RECOGNITION OF PUBLIC BLACK UNIVERSITIES AS MAJOR CULTURAL CENTERS AND REPOSITORIES ON THE AFRICAN AMERICAN EXPERIENCE.

6. YOU CAN SUPPORT A MAJOR NATIONAL INITIATIVE TO ESTABLISH AT LEAST TEN PUBLIC BLACK INSTITUTIONS AS MAJOR RESEARCH UNIVERSITIES.

A4 -> A4

7. YOU CAN ADOPT A RESOLUTION RECOGNIZING THE OFFICE FOR ADVANCEMENT OF PUBLIC BLACK COLLEGES AS YOUR VEHICLE FOR IMPLEMENTING INITIATIVES AND POSITIONS IN HIGHER EDUCATION WHICH YOU WILL ENDORSE DURING THIS AND FUTURE DELIBERATIONS.

8. YOU CAN ESTABLISH A MAJOR RESEARCH CENTER AND CLEARING HOUSE WHICH REPORTS AND CHRONICLES THE ROLES AND FUNCTIONS OF BLACK COLLEGES AND UNIVERSITIES. WE DON'T KNOW ENOUGH ABOUT THE INDIVIDUAL AND COLLECTIVE CONTRIBUTIONS OF THESE INSTITUTIONS.

9. YOU CAN SUPPORT THE ESTABLISHMENT OF STATEWIDE INITIATIVES IN THOSE STATES WHERE PUBLIC BLACK UNIVERSITIES ARE LOCATED SIMILAR TO THE ONE RECENTLY IMPLEMENTED IN NORTH CAROLINA, INVOLVING AN EXECUTIVE ORDER FROM THE GOVERNOR.

## CALL FOR SUPPORT

YOUR CHALLENGE IN SETTING A LEGISLATIVE AGENDA FOR THE 90S IS NOT UNLIKE THE CHALLENGE WHICH OUR

FOREBEARS CONFRONTED APPROXIMATELY ONE HUNDRED YEARS AGO.

IN LEGISLATURES THROUGHOUT THE SOUTH, ALMOST A CENTURY AGO TO THIS DAY, BLACKS WERE FACING THE HARSH REALITY OF MASSIVE RESISTANCE TO ANY FURTHER GAINS ACHIEVED AT THE CONCLUSION OF THE CIVIL WAR. IN EVERY ASPECT OF THE BLACK DIASPORA, IT WAS GENERALLY HELD BY BLACKS THAT DRAMATIC STEPS WOULD BE NECESSARY TO SAVE THE RACE AS IT WAS KNOWN THEN. I HOPE THAT WE HAVE LEARNED THE GREAT LESSONS FROM THE EXPERIENCES OF OUR FOREBEARS.

CONSISTENT WITH THE FOREGOING DISCUSSION, THE FOLLOWING IDEAS AND PROPOSALS ARE OFFERED:

1. PUBLIC POLICY RELATING TO HIGHER EDUCATION WILL REQUIRE A BETTER UNDERSTANDING OF AND

APPRECIATION FOR THE ROLES WHICH HISTORICALLY BLACK COLLEGES AND UNIVERSITIES HAVE PLAYED, ARE PLAYING, AND WILL PLAY IN IMPROVING THE QUALITY OF LIFE FOR MINORITIES IN PARTICULAR AND AMERICA IN GENERAL.

2. BLACK COLLEGES MUST RECEIVE INCREASED AND EVEN DISPROPORTIONATE FUNDING TO SUPPORT INITIATIVES WHICH:

    (A) INCREASE THE NUMBER OF MINORITIES ENTERING THE TEACHING PROFESSION;

    (B) INCREASE THE POOL OF BLACKS AND MINORITIES IN SCIENCE AND TECHNOLOGY;

    (C) PROVIDE EXPANDED OPPORTUNITIES FOR GRADUATE EDUCATION AND RESEARCH;

    (D) EXPAND OPPORTUNITIES FOR BLACKS AND OTHER MINORITIES TO ACHIEVE COMPUTER LITERACY AND BE EXPOSED TO MULTI-CULTURAL EXPERIENCES;

3. FEDERAL AND STATE FINANCIAL AID MUST BE INCREASED AND DISTRIBUTED IN A MANNER WHICH DOES NOT IMPOSE UNDUE REPAYMENT BURDENS UPON MINORITIES AND OTHER PEOPLE FROM LOW-INCOME FAMILIES.

4. EVERY BLACK COLLEGE SHOULD BE ENCOURAGED AND REWARDED FOR IMPLEMENTING PROGRAMS WHICH ADDRESS PROBLEMS WHICH ARE ENDEMIC TO BLACKS AND MINORITIES.

5. CONGRESS SHOULD ENCOURAGE AND EVEN DEMAND THAT PUBLICLY SUPPORTED INSTITUTIONS COLLECT AND REPORT STATISTICS AND INFORMATION WHICH DOCUMENT THEIR SUCCESS IN ADDRESSING PROBLEMS OF THE POOR AND UNDERCLASSES.

6. EVERY BLACK COLLEGE SHOULD BE ENCOURAGED TO IMPLEMENT PILOT PROGRAMS AND GENERATE NEW KNOWLEDGE WHICH AIM TO REVERSE PRESENT TRENDS WHICH SUGGEST THE EVENTUAL EXTINCTION OF THE BLACK MALE.

7. WHITE COLLEGES SHOULD BE ENCOURAGED TO ENTER INTO PARTNERSHIPS WITH BLACK COLLEGES TOWARD THE AIM OF BECOMING RESENSITIZED TO THE CULTURE AND LEGACY OF BLACKS AND OTHER MINORITIES.

THESE ARE ONLY A FEW EXAMPLES FOR YOUR FURTHER CONSIDERATION. I HOLD THAT POLITICAL GOALS ARE BEST ACHIEVED WHEN THEY ARE STATED IN WAYS WHICH GAIN THE

SUPPORT OF POTENTIAL ADVERSARIES, AND WHICH PROMOTE THE GENERAL WELFARE OF THE SOCIETY AT LARGE. FOR AS LONG AS THE CONDITION OF BLACKS IN AMERICA REMAINS ON THE DECLINE, THIS NATION CAN NOT ACHIEVE ITS MOST MEANINGFUL GOALS.

WHILE PRACTICALLY EVERY HIGHER EDUCATION INSTITUTION, EVERY PROFESSIONAL ORGANIZATION, EVERY LEARNED SOCIETY, AND OTHER ENTITIES ON WHICH WE DEPEND TO RESOLVE OUR PROBLEMS CLEARLY RECOGNIZE THE CRISIS IN BLACK AMERICA, NOT ONE OF THEM HAS REALIZED A MODICUM OF SUCCESS IN ADDRESSING THEM. BLACK COLLEGES, ESPECIALLY PUBLIC BLACK INSTITUTIONS, HAVE DONE MORE TO SOLVE THE PROBLEMS OF AFRICAN AMERICANS THAN ANY OTHER INSTITUTION ON THIS PLANET, SAVE THE BLACK CHURCH. IT

WOULD NATURALLY FOLLOW THAT THESE ARE THE BEST RESOURCES ON WHICH TO BUILD A FOUNDATION FOR LONG-TERM GROWTH, PROSPERITY, AND HAPPINESS.

IN ADDITION TO STRATEGIES ALREADY PROPOSED, WE OFFER A FEW ADDITIONAL ITEMS FOR YOUR SERIOUS REVIEW:

1. ADOPT A BELIEVABLE AND AGGRESSIVE POSITION AGAINST AN OUT-OF-CONTROL FEDERAL DEFICIT. FISCAL RESPONSIBILITY IS CRITICAL TO THE EMANCIPATION OF BLACKS AND MINORITIES.

2. INSIST ON A LONG-RANGE FEDERAL POLICY WHICH SHIFTS MORE RESOURCES AND RESPONSIBILITY TO THE STATES FOR ADDRESSING THE MYRIAD OF CHALLENGES FACING THE SEVERAL STATES.

3. SUPPORT FEDERAL AND STATE POLICIES WHICH DIRECT GREATER RESOURCES TO THOSE BLACK INSTITUTIONS WHICH ALREADY HAVE ADVANCED TO THE POINT WHERE THEY CAN ACHIEVE PREEMINENCE IF GIVEN AN EXTRA AMOUNT OF FINANCIAL AND PUBLIC SUPPORT.

4. SPONSOR LEGISLATION WHICH ENCOURAGES GREATER COOPERATION BETWEEN ESTABLISHED INSTITUTIONS

AND PUBLIC INSTITUTIONS. THESE PARTNERSHIPS SHOULD ALSO INCLUDE THE PRIVATE SECTOR, ESPECIALLY THOSE WHICH DO BUSINESS WITH THE FEDERAL AND STATE GOVERNMENTS.

## A SIGNIFICANT UNDERTAKING AT VIRGINIA STATE UNIVERSITY

I WOULD LIKE TO BRIEFLY REPORT ON AN INITIATIVE WHICH IS NOW UNDERWAY AT VIRGINIA STATE UNIVERSITY WHICH TOUCHES UPON ONE OF THE MOST IMPORTANT FUNCTIONS OF ALL HBCU'S. SINCE OUR BEGINNING, WE HAVE HELD A SPECIAL PLACE FOR THE IMPORTANCE OF QUALITY TEACHING AND THE PRODUCTION OF EXCELLENT TEACHERS. IT HAS BEEN THROUGH EDUCATION THAT WE HAVE BEEN ABLE TO MAKE MAJOR PROGRESS IN EVERY ARENA OF SOCIETY.

WHEN EXTRAORDINARY STEPS HAVE BEEN TAKEN TO ADVANCE THE DOCTRINES OF ACCESS AND OPPORTUNITY FOR

AFRICAN AMERICANS, OUR INSTITUTIONS HAVE REALIZED MIRACULOUS PROGRESS. THIS LEGISLATION AND RELATED PUBLIC POLICY ASSUMPTIONS ABOUT HOW THIS NATION VIEWS MINORITIES HAVE POWERFUL IMPLICATIONS FOR FUTURE GENERATIONS.

ANY DISCUSSION ABOUT THE NEED FOR MORE SCIENTISTS, DEEP SPACE RESEARCH, IMPROVED HEALTH CARE, AND OTHER EFFORTS TO IMPROVE THE QUALITY OF LIFE FOR OUR CITIZENS MUST BE BASED UPON THE FOUNDATION THAT WE CAN PRODUCE AN ADEQUATE NUMBER OF QUALITY TEACHERS, AND THAT WE CAN ASSURE THAT EVERY CITIZEN'S RIGHT TO A QUALITY EDUCATION IS SECURE. THIS RIGHT IS NO LONGER SECURE. WE MUST RELOOK EDUCATIONAL OPPORTUNITY FOR AFRICAN AMERICANS AND ALL CITIZENS FROM THE WOMB TO THE TOMB.

MUCH OF WHAT IS OCCURRING IN OUR SOCIETY CAN BE DIRECTLY TRACED TO THE FAILURE OF PUBLIC EDUCATION IN AMERICA TO UNDERSTAND THE IMPORTANCE OF THIS GOAL.

THE COMMONWEALTH OF VIRGINIA, UNDER THE ABLE LEADERSHIP OF GOVERNOR LAWRENCE DOUGLAS WILDER, HAS MADE SEED MONIES AVAILABLE FOR THE INSTALLATION OF A FIBER-OPTIC CABLE SYSTEM WHICH CONNECTS EVERY BUILDING OF THE CAMPUS. IT IS PREPARED TO PROVIDE ADDITIONAL ASSISTANCE TOWARD THE INSTALLATION OF AN IN-HOUSE CABLE TELEVISION SYSTEM; A CLOSED-CIRCUIT TELEVISION SYSTEM; AN ELECTRONIC MAIL SYSTEM; AN IN-HOUSE TELEPHONE SYSTEM; AND CERTAIN USES OF THIS ADVANCED TECHNOLOGY WHICH AIM TO IMPROVE TEACHING, LEARNING AND RESEARCH. IT IS TO THIS LAST AIM THAT I WOULD LIKE TO FOCUS A PORTION OF MY

REMARKS.

WITH SUFFICIENT SUPPORT FROM THE FEDERAL AND PRIVATE SECTORS, WE WILL BE ABLE TO PROVIDE LIVE EXPERIENCES WHICH LINK STUDENTS IN THE CLASSROOM WITH INDIVIDUALS AND GROUPS THROUGHOUT THE NATION AND THE WORLD. THROUGH SATELLITE DOWNLINKS, STUDENTS CONSIDERING CAREERS IN PUBLIC SERVICE CAN ENGAGE VARIOUS PUBLIC OFFICIALS ON A DAY-TO-DAY BASIS. THEY CAN INTERVIEW CORPORATE HEADS, PROFESSIONAL ATHLETES, OPINION-MAKERS, AND EVEN PERSONS FROM GROUPS WHICH THEY WILL ULTIMATELY SERVE, E.G., DRUG ADDICTS, AIDS VICTIMS, AND THE HOMELESS.

ON THE OTHER HAND, WE ARE PURCHASING UNITS WHICH CAN BE MADE A PART OF TRADITIONAL CURRICULA AND HAVE

SIGNED AGREEMENTS WITH AGENCIES TO PREPARE EDUCATIONAL UNITS WHICH ADDRESS THE NEEDS AND CONCERNS OF STUDENTS, STAFF, COMMUNITY, ETC. ONCE THESE ACQUISITIONS HAVE BEEN COMPLETED, THIS RAPIDLY CHANGING INFORMATION CAN BE DELIVERED AT MINIMUM COST.

THE UNIVERSITY HAS FORMED A SPECIAL COLLABORATIVE WITH FOURTEEN SCHOOL DISTRICTS IN SOUTHSIDE VIRGINIA. THESE DISTRICTS, MANY OF WHICH HAVE LAGGED BEHIND OTHER SECTIONS OF THE STATE, HAVE THE POTENTIAL TO ASSUME MAJOR LEADERSHIP IN THE ECONOMIC REJUVENATION OF THE STATE AND THE REGION.

FACULTY AT THE UNIVERSITY WILL PREPARE UNITS FOR USE IN THE PUBLIC SCHOOLS. PUBLIC SCHOOL STUDENTS WILL BE ABLE TO TAKE SELECTED COURSES AND PARTICIPATE IN CERTAIN

EXPERIENCES THAT ARE PROVIDED BY THE UNIVERSITY. NOT ONLY HAVE THEIR CURRICULA BEEN SUBSTANTIALLY INCREASED AND ENHANCED, THEIR EXPOSURE TO LARGE NUMBERS OF AFRICAN AMERICAN UNIVERSITY STUDENTS WILL BE IMMEASURABLE IN THE DEVELOPMENT OF SELF-ESTEEM AND GOAL-SETTING. VIRGINIA STATE UNIVERSITY STUDENTS MAY BE THE ONLY ROLE MODELS FOR MANY YOUNG PEOPLE ENROLLED IN THESE DISTRICTS. THE INSTALLATION OF ONE HIGHLY-ADVANCED SYSTEM WHICH UTILIZES TECHNOLOGY IN THE DELIVERY OF KNOWLEDGE CAN AND WILL HAVE AN IMMEASURABLE IMPACT ON OUR COMMUNITY. THIS MODEL CAN BE UTILIZED THROUGHOUT THE NATION, AS THE NEEDS AND PROBLEMS WHICH WE FACE ARE SIMILAR TO THOSE WHICH CONFRONT OTHER COMMUNITIES.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, I COULD LIST AND DISCUSS SEVERAL SIMILAR INITIATIVES WHICH ARE UNDERWAY AT THE UNIVERSITY. OUR PURPOSE HERE TODAY, HOWEVER, IS TO GRAPHICALLY ILLUSTRATE THE IMPORTANT ROLE WHICH OUR INSTITUTIONS MUST PLAY IN EDUCATING THE STUDENTS WHOM WE ENROLL, AND IN SERVING THE COMMUNITIES TO WHICH WE ARE OBLIGATED UNDER OUR RESPECTIVE MISSIONS. THIS IS BUT ONE EXAMPLE OF THE NEED FOR CONTINUED SUPPORT OF THIS IMPORTANT LEGISLATION.

IN SPITE OF THE WELL-INTENDED EFFORTS OF MANY MEMBERS OF CONGRESS TO UNITE THIS SOCIETY TOWARD A COMMON PURPOSE, IT IS EASY TO SEE THAT WE ARE FAILING IN VERY SERIOUS WAYS. FOR WHATEVER REASON, BLACK MALES AND OTHER ISOLATED GROUPS SEE THEMSELVES UNDER SIEGE.

## CLOSING

ONE OF THE WORST THINGS WE CAN DO IS CIRCLE THE WAGONS EVERY TIME WE ARE THE TARGET OF CRITICISM. IN THOSE INSTANCES WHEN WE BELIEVE THAT CRITICISM IS MISGUIDED OR UNFOUNDED, WE SHOULD BE PREPARED TO EXPLAIN OUR POSITION AND EVEN ATTEMPT TO UNDERSTAND THE REASONS FOR THIS CRITICISM. WHEN WE MAKE MISTAKES OR ARE ON THE WRONG SIDE OF AN ISSUE, WE SHOULD BE PREPARED TO ADMIT TO ERROR, AND POSSIBLY TAKE ADVANTAGE OF THE GOODWILL WHICH USUALLY ACCOMPANIES SUCH ADMISSIONS.

I KNOW OF NO COLLEGE OR UNIVERSITY WHICH EVEN APPROACHES PERFECTION. WE MUST NOT ALLOW OUR HISTORICALLY BLACK INSTITUTIONS TO BE SUBJECTED TO A

HIGHER OR DIFFERENT STANDARD THAN OUR COUNTERPARTS.

FURTHERMORE, THE CASE FOR SUPPORT OF HISTORICALLY BLACK PUBLIC UNIVERSITIES MUST BE BUILT UPON AN ACCEPTANCE OF ACCOUNTABILITY. THE AGE OF EXCUSES HAS PASSED.

I SINCERELY BELIEVE THAT THE VARIETY AND INTENSITY OF CRITICISMS OF PUBLIC BLACK UNIVERSITIES WILL INCREASE OVER THE NEXT DECADE. BUT THIS WILL BE DUE TO THE SUCCESSES WHICH WE WILL ACHIEVE AND THE DEEPENING PUBLIC SUPPORT OF AND COMMITMENT TO OUR CONTINUED SUCCESS.

BECAUSE OF OUR UNIQUE STRENGTHS IN THE DEVELOPMENT OF A MORE LITERATE, PRODUCTIVE, AND DEMOCRATIC SOCIETY, WE CAN IGNITE A "GOLDEN AGE" OF PROGRESS IN HIGHER

EDUCATION AND IN ALL ASPECTS OF OUR WAY OF LIFE. BY RESPONDING WITH THE KIND OF DISCIPLINE AND CREATIVITY ON WHICH OUR INSTITUTIONS WERE FOUNDED AND HAVE PROSPERED, DURING THE LAST DECADE OF THIS CENTURY, WE CAN SECURE OUR FUTURE FOR ANOTHER CENTURY.

THANK YOU VERY MUCH.

Mr. **Owens**. Our next witness is Dr. David Satcher of Meharry Medical School.

Mr. **Satcher**. Thank you.

I appreciate the opportunity to testify today both as President of Meharry and also speaking for the medical schools.

The Association of Minority Health Professional Schools including eight institutions, in addition to Meharry School of Medicine and Dentistry, in Nashville, Tennessee; the Charles R. Drew University of Medicine and Science in Los Angeles, California; the Morehouse School of Medicine in Atlanta, Georgia; the Florida A&M University College of Pharmacy in Tallahassee, Florida; the Texas Southern University College of Pharmacy and Health Sciences in Houston, Texas; the Xavier University of Louisiana College of Pharmacy in New Orleans, Louisiana; and the Tuskegee University School of Veterinary Medicine in Tuskegee, Alabama. In essence, this association is concerned with the dual issues of health care and education.

Even though I know that by now you are probably overwhelmed by states, I think I will take a minute and say what I think these eight institutions have done. Together these institutions have graduated more than 40 percent of the black physicians and dentists who practice in this country, more than 50 percent of the pharmacist and more than 75 percent of the black veterinarians who practice in this country.

Those statistics are often quoted. Let me add to those that in addition to the health professions we have graduated, we have also contributed to Ph.D.s. For example, the Meharry School of Graduate Studies was founded in 1971. Since 1975, more than 10 percent of all blacks who have received doctorates in biomedical sciences have graduated from Meharry Medical College.

The fastest growing school at Meharry today is the School of Graduate Studies. Our enrollment tripled over last year. Meharry has funds from the National Science Foundation which allowed us to develop affiliations with other colleges where we also have students in the labs but also faculty members who participate in the Center of Excellence.

I think the role of these institutions is a critical one. Title III has been very supportive of that.

Let me say a word about the health status of blacks and minorities. As most of you remember, in 1985, the Secretary of HHS, Margaret Heckler, produced a report on the health status of blacks and minorities. Among other things, that report showed a great gap in health status; life expectancy was six years less for blacks than whites. It spoke to the increased incidence of mortality for cancer, cardiovascular disease, homicide, and all deaths of all kinds.

The critical bottom line of that report was that each year in this country 60,000 more blacks were dying than would die if we had the same sex and death rates as whites.

What has happened since 1985? Recently the National Center for Health Statistics released a report that in part answers that question. Since 1985, the life expectancy for black people in this country has actually declined. That is the first time this has happened to any group of people in this country. In 1984 it was 69.7 years. In

1987, and that was an article in the New York Times quoting the study, the life expectancy was 69.2.

So the expectancy has declined since Secretary Heckler's report. The question is why. One major factor is AIDS. AIDS was not mentioned in Secretary Heckler's report, is now one of the 10 leading causes of death. Minorities are overly represented in AIDS. We constitute 24 percent of the population as minorities but 45 percent of the AIDS victims. Blacks constitute 25 percent of the population but 28 percent of victims of AIDS.

This new problem, this autoimmunodeficiency syndrome, is especially of concern to those of us who serve the black population and other minorities. It is one thing to talk about the statistics in terms of people being graduated. I think more important is that we now have studies which clearly show that blacks and other minorities are more than twice as likely to practice in underserved communities than their counterparts. They are more likely to take medicaid patients or other minorities. It is very important for us to look at not only the percentages but also what our graduates are doing.

The bad news is that while we constitute 24 percent of the population, less than 3 percent of the physicians, pharmacists and vets in this country are black. The challenge is real. We are concerned about being able to meet that challenge.

Specifically let me comment on our posture relative to the Higher Education Act and the reauthorization. In 1986 when the Higher Education Act was reauthorized, it included Title III part B section 326. That provided for graduate and professional schools. Meharry was one of those schools along with Drew, Tuskegee, and along with Clark-Atlanta University.

Since that time, Morehouse had been a part of this Title III program earlier, and it is interesting to see what has happened at Morehouse, the only historically black health professional school founded in this country, 1975. Using support from Title III, Morehouse has developed its facilities, faculty, an outstanding curriculum in basic medical sciences, and now beginning to develop programs in clinical medical sciences.

It is a four-year medical program. It has a program to specifically train health professionals to deal with alcoholism and alcohol and other substance abuse, deal with cardiovascular disease, AIDS and teenage pregnancy, problems often ignored by other medical schools in this country.

Morehouse graduates have performed outstandingly on the National Examination. 75 percent of the graduates have gone into primary care. More than 75 percent have gone on to practice in underserved inner cities and rural communities. I think you should feel proud of that because of your investment in that institution.

I want to respond to the point made by Congressman Owen about our role in terms of the national goals for education and to say that even though we are talking about professional schools in many cases, these institutions have had community outreach programs that have affected education at every level. Congressman Hawkins is certainly aware that Drew University not only has one of the largest Head Start programs in this country that has been very effective, it has a magnet high school on campus which has made a difference as far as minority students staying on in school and going to college.

I mentioned the difference at Meharry, the weekend school. The high school students who participate in what we call a shadow program, in which we are trying to use ourselves as role models to get them interested in the sciences. We take very seriously your challenge that it is our responsibility that it is this Nation's attempt to achieve the goals. This relates to the role of expansion of 326, as Dr. Cole mentioned, to include five other schools: N.C. Central; Southern University of Law; three schools of pharmacy, Florida, Texas Southern, and Xavier. We think this should be done without taking money away from the existing schools, because these programs are needed.

We support the 21st Century Teacher Education Act. We think it is critical.

We strongly support increased financial aid for our students. That is a critical problem at every level of education. We are sure that we are losing students because of the great debt burden. If you look at the debt burden medical students are graduating with in this country, it is now approaching $50,000. For the minority students, it is in excess of $50,000. That is because they come as low-income students. So we strongly support that.

In conclusion, let me also join those. We have not only congratulated Congressman Hawkins, but to express our appreciation for your distinguished career. I had the opportunity to start my career at Drew University as a fellow and as dean before going back South. I have a great appreciation for you as an American, for your outstanding contributions to this Nation and higher education.

Thank you.

[The prepared statement of Dr. David Satcher follows:]

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# TESTIMONY

# OF

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NASHVILLE, TENNESSEE

and

President of

the

ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS

Before the

COMMITTEE ON EDUCATION AND LABOR

concerning

the

**HIGHER EDUCATION ACT**

on

December 10, 1990

Mr. Chairman and members of the Committee, thank you for the opportunity to present the views of the Association of Minority Health Professions Schools (AMHPS), concerning the Higher Education Act. We commend you for your initiative in holding this hearing, so that next year Congress may pursue several initiatives involving the Higher Education Act with the goals of historically black colleges and universities in mind.

Our Association is comprised of 8 historically black health professions schools, the Meharry Medical College's Schools of Medicine and Dentistry, in Nashville, TN; the Charles R. Drew University of Medicine and Science in Los Angeles, CA; the Morehouse School of Medicine in Atlanta, GA; the Florida A&M University College of Pharmacy in Tallahassee, FL; the Texas Southern University College of Pharmacy and Health Sciences in Houston, TX; the Xavier University of Louisiana College of Pharmacy in New Orleans, LA; and the Tuskegee University School of Veterinary Medicine in Tuskegee, AL. These institutions have trained 40% of the nation's black physicians, 40% of the nation's black dentists, 50% of the nation's black pharmacists, and 75% of the nation's black veterinarians. Mr. Chairman, we are very proud of the accomplishments of our institutions, especially given the significant challenges that we have overcome throughout our existence. Our schools are considered by many to be a national resource. Only recently has the federal commitment to supporting these institutions and the students who attend them become an important issue.

In addition a disproportionate share of doctorates in Biomedical and other sciences have been awarded by these schools. For example, since 1975 over 10% of all doctorates in the Biomedical Sciences awarded to Blacks have been awarded by Meharry's School of Graduate Studies. All of the pharmacy schools with the Association are now offering the Pharm.D. degree.

The significance of institutions that have a student body that is represented by more than 50% minorities is dramatic in that data clearly show that blacks and other minorities are more likely to practice in underserved communities, more likely to care for other minorities and more likely to accept patients who are Medicaid recipients or otherwise poorer than the general population.

Mr. Chairman, the fact that blacks and other disadvantaged minorities do not enjoy the same health status as other Americans has never been a secret but these problems have not been well documented. A breakthrough in this dearth of data was the 1985 HHS Secretary's Task Force Report on Black and Minority Health. The Secretary's Task Force Report was among the first comprehensive documentation that there indeed was and is a significant health status disparity among blacks and other minorities as compared to the general population of the U.S. Among the more sobering facts revealed by the report were:

- Life expectancy of blacks is nearly 6 years less than that of whites;
- Among blacks, infant mortality occurs at a rate of almost 20 per 1,000 live births, twice that of whites;

- Blacks suffer disproportionately higher rates of cancer, cardio-vascular disease and stroke, chemical dependency, diabetes, homicide and accidents; and
- Each year almost 60,000 excess deaths occur among blacks when compared to whites.

Unfortunately since this historic report by the Secretary in 1985, things have not improved but worsened. For example, according to a recent report from the National Center for Health Statistics, Black life expectancy has decreased from 69.7 in 1984 to 69.2 in 1988!! And AIDS, which was not even mentioned in the 1985 report is now a leading cause of death and disproportionately affects blacks and other minorities - minorities who constitute 24% of the population but 45% of the AIDS victims.

The Association is deeply troubled by these data and has been working since the issuance of the report to implement policy activities that address the disparities outlined in the report.

For a long time our schools have struggled against terrific odds to survive. To have a positive impact on the health status of blacks and other minorities, these institutions must thrive. The support of your committee in terms of federal resources for programs impacting our students and our institutions has had and will continue to have a significant impact. Programs supporting these schools are critical to the existence of our institutions.

In 1986 Congress reauthorized the Higher Education Act which includes the Title III program that supports historically black colleges and universities. Under Part B, Section 326 of the Act, funding was provided for five independent HBCU Professional or Graduate programs, four of which are members of AMHPS (Morehouse, Meharry, Tuskegee, and Charles R. Drew in addition to Atlanta University). The purpose of this funding is to assist graduate HBCUs in establishing and strengthening their physical plants, development offices, endowments, academic resources and student services. AMHPS institutions have used these federal funds for all of the recommended activities under the program including purchasing scientific laboratory equipment, constructing education facilities, enhancing faculty development and programs in the basic medical sciences, expanding curriculum and academic support systems and improving research capabilities and maintaining an institutional endowment.

This Graduate program is a response to a nationally recognized problem - the severe underrepresentation of blacks and other minorities in the health professions. Blacks constitute 12% of the population but less than 3% of the nation's physicians, dentists, pharmacists, and veterinarians. In addition, only 1.8% of the faculty in medical schools in the nation are black and less than 3% underrepresented minorities. Thus role models are rare! There is a national concern for the health status of blacks and other minorities which is far worse than the health status for the general population. AMHPS schools, with Title III funding, successfully provide quality health education and care to the nation's underserved.

Among the institutions receiving support is the Morehouse

School of Medicine. As a direct result of support from this section and its predecessors, Morehouse has been able to make great strides. Founded in 1975 as the first predominantly black medical school to open in the 20th Century, Morehouse was the first school to receive funding under this program (in 1982). With the assistance provided to Morehouse under Section 326, Morehouse has been able to accomplish the following:

- o Significant development of faculty and programs in the basic medical sciences, and early progress toward development of our faculty and programs in the clinical medical sciences.
- o Expansion of the medical curriculum and academic support system.
- o Enhancement of research capability. Morehouse's faculty has successfully competed for research grants from the NIH, NSF, and other sources.
- o Established a preventive medical/public health residency program, and a family practice residency program.
- o Early development of educational programs designed to prevent alcohol and drug abuse, cardiovascular diseases, AIDS, teenage pregnancy, cancer and other preventable conditions.
- o Established continuing medical education programs for practicing physicians.

In addition, Morehouse graduates have a very high pass rate on the National Board of Medical Examiners exam and have received appointments in residency programs at a number of the nation's oldest and most prestigious university-affiliated hospitals. 75% of

Morehouse graduates are doing post-graduate training in primary care fields and 70% of Morehouse graduates are practicing in medically underserved inner cities and rural areas.

Section 326 is a particularly good investment for the nation. Without Section 326 funding, these accomplishments would not have occurred. All five of the existing section 326 schools have developed strong community outreach programs to improve the applicant pool. These program extend from the Head Start program at Drew to the Summer Enrichment program for faculty at Meharry.

The Association of Minority Health Professions Schools has worked with the National Association for Equal Opportunity in Higher Education (NAFEO), the United Negro College Fund (UNCF), and the Office of the Advancement of Public Black Colleges (OAPBC), and agrees in principle with these organizations that there is a need to include additional eligible institutions in the graduate portion of Title III, Part B, Section 326 of the Higher Education Act. In fact, the support of additional funding, after maintenance of funding for the original institutions is assured, is among the top priorities of the Association. AMHPS also believes that the Higher Education Act is the appropriate mechanism for enacting such changes.

Legislation was introduced in the last Congress to add five new qualified eligible graduate and professional schools to the program. Of these five institutions - Florida A&M University College of Pharmacy, Xavier University College of Pharmacy, the North Carolina Central University School of Law, the Southern

University School of Law and the Texas Southern University College of Pharmacy or Law - three are members of our Association. AMHPS has adopted principles of participation, that state that the addition of new institutions to the program should not jeopardize the funding that exists for currently participating schools. In this way, no institution would be forced to reduce its budget or cancel obligations already incurred.

Mr. Chairman, the Title III, Part B, Section 326 funding has been very effective in improving the academic quality of minority health professions schools. An expansion of the program to other eligible AMHPS schools would further enhance the quality of education at those schools as well.

Mr. Chairman, other HEA issues are important to AMHPS as well. AMHPS strongly supports legislation introduced last year, the "Twenty-First Century Teachers Act". It would provide financial assistance for the development, recruitment and training of teachers and other instructional personnel. This measure would provide $50 million for loan incentives for teaching and would give priority to minorities. $500 million would be authorized for Professional Development Academies and $250 million would be authorized for institutional recruitment and retention of individuals preparing to enter the teaching force. HBCUs would be given a priority in this category. AMHPS also strongly supports an endowment fund for HBCUs aided with $20 million from the federal government, an idea the President advocated in 1989.

Student aid and institutional support are critical to our schools and the individuals who attend our schools. Pell Grants, Guaranteed Student Loans, Supplemental Educational Opportunity Grants, College Work Study and National Direct Student Loans are of major importance to our student body's ability to remain in school. Other graduate professional opportunity programs such as the Patricia Roberts Harris Graduate Fellowships, also play a critical role.

Mr. Chairman, thank you for the opportunity to present the views and recommendations of the Association of Minority Health Professions Schools. Also, we appreciate the support your committee has demonstrated to the problems focused upon by our Association. I would be pleased to respond to any questions you may have.

Chairman **Hawkins**. Thank you.

Dr. Edward Fort, chancellor, North Carolina Agricultural and Technical State University, Greensboro, North Carolina.

Mr. **Fort**. Thank you very much.

I want to reiterate the comments made by my colleague as they relate to the support and efforts you have launched for a number of years on behalf of our universities. I want to congratulate you for this extraordinary effort. Speaking on behalf of N.C. State University, I bring you greetings from A&T, the birthplace of Dr. Ron McNair, the astronaut.

As indicated in the report by the task force on women, minorities and the handicapped in science and technology, Changing America: The New Face of Science and Engineering, 1988: "The Nation can meet future potential shortfalls of scientists and engineers only by reaching out and bringing members of these underrepresented groups into science and engineering. America's standing and competitiveness depend on it . . . the Nation's leadership in science and engineering cannot be maintained unless the education pipeline from kindergarten through graduate school is prepared so that it can yield a larger and more diverse group of world-class scientists and engineers at on all levels." (1988)

In concert with the data depicted by Dr. Richard Atkinson in his 1990 speech before the American Association for the Advancement of Science: "Supply and Demand for Scientists and Engineers: A National Crisis in the Making," if the shortage of Ph.D.s in engineering becomes more evident within the next six years, then this Nation and its economic development ethos, are going to be in serious jeopardy, as associated with American society's pressing scientific needs for the year 2000 and beyond, as combined with the reality that the demography asserts that 85 percent of the work force by that year will be members of minority groups, women and foreign-born personnel.

It will not be possible, given the need for 75,000 scientists and engineers a year, merely to enable this Nation to maintain a secondary position behind Japan in economic development, to produce that kind of manpower simply on the basis of previous networks. The demands for black Ph.D.s will increase. The demands for black undergraduate and graduate scientists in engineering, biology, chemistry, physics, mathematics, et cetera, will, concurrently, increase.

While, on the one hand, the Federal Government, state governments and the Fortune 500 begin to increasingly crank up for dealing with the issue of black underrepresentation in engineering and the sciences, they increasingly sense the need for increasing the level of Ph.D. and advanced graduate school productivity, as appearing within the ranks of these same minority would-be-scientists, particularly if many of them will be leaders in the scientific community, given the demographics for the year 2000 and beyond.

Information related to scientific productivity becomes more acute when one recognizes, as indicated by the National Science Foundation, that in 1977 the total number of high school sophomores nationally was four million. Of that number, those with interests in science and engineering numbered 730,000 nationally.

By the year 1979, those high school seniors with science and engineering interests had been reduced to 590,000 and by 1980 college freshmen with science and engineering intentions numbered only 340,000.

By 1984, those actually holding baccalaureate degrees in science and engineering numbered 206,000 nationally. That number was downsized to 61,000 with graduate study in science and engineering between 1984 and 1986.

In 1986, masters degrees in science and engineering numbered only 46,000 and by 1992 only 9,700 Ph.D. degrees were available in the field of science and engineering.

It becomes increasingly obvious that, given the numbers which must exist by the year 2000 as far as scientific productivity is concerned, the network which, historically, has produced scientific talent as emanating from Berkeley, Yale, Princeton, Michigan, Stanford, MIT, and John Hopkins University just simply will not be sufficient. Increasingly, it becomes apparent that the Federal Government and the private enterprise will have to turn, in a heightened manner, to three additional kinds of institutions; that is, historically black campuses, campuses that are publicly supported, and universities which have high technology missions.

It just so happens that there are a number of historically black universities, including N.C. A&T State University, which meet all three of these criteria, e.g., they are historically black, they have high-tech research missions and many of them are publicly supported.

It is worthy of note in this regard that Dr. Walter Massey, a nationally prominent physicist, and currently the man being tapped to head the National Science Foundation, asserts that if we are to replace the scientists who will be retiring over the next few years, we cannot depend solely on the traditional sources of supply. This means that the tapping of neglected pools of talent among women and minority members, especially blacks, must ensure.

In fact, data referred to by Dr. Massey, as produced by the National Research Council, substantiated the reality that no other minority group produced as small a proportion of science and engineering doctorates as blacks. (National Research Council, New York Times Citation 1990.)

This same National Research Council data indicated the fact that blacks comprise only two percent of all employed scientists and engineers, even though they are 12 percent of the general population. They earn five percent of the baccalaureates and one percent of the Ph.D.s in science and engineering.

According to research gathered by the task force of women, minorities, and the handicapped in science and technology, Changing America: The New Face of Science and Engineering (1988), in 1936 a total of 3,376 Ph.D.s were awarded in engineering by United States universities. Of that number, 1,661 went to U.S. citizens, including 139 women, 25 to Hispanics, 14 to blacks and six to American Indians.

In 1988, only 47 U.S. blacks earned a Ph.D. in science; only 15 earned a Ph.D. in engineering. In fact, taking into account all Ph.D.s, the number produced between 1977 and 1987 declined for black, native born Americans from a high of 684 to a low of 319.

It is critically important that we recognize the reality that there is an acute relationship between black Ph.D. productivity, particularly in the sciences, and the source of undergraduate experiences for these black doctoral degree holding students.

Data, for example, produced by the National Science Foundation, indicates that in 1988, of the 30 largest university producers of black baccalaureate degree holding engineers, the top five engineering producing campuses of the Nation were historically black universities.

In fact, North Carolina A&T State University lead the list, producing more black engineers than any other campus in the Nation. The top five black baccalaureate degree engineering institutions in the Nation for 1988 and 1989 were, one, North Carolina A&T State University; two, Howard University; three, Tuskegee University; four, Prairie View University; five, Southern University.

The sixth campus, CUNY, produced 74 black engineering degrees in 1988 and there are a large number of black students on that campus.

This scientific productivity by historically black campuses is clearly buttressed by the research defined by Jacqueline Fleming in her volume Blacks in College. Thus, it becomes increasingly apparent.

Thus, it becomes increasingly apparent, that the literal understructure of this Nation, from an economic and scientific development point of view, is inextricably related to the productivity successes both current and projected as emanating from historically black campuses.

For example, if this Nation has defined deep space probes as a national priority, black universities are and must play a major role in same.

North Carolina A&T State University was selected less than two years ago by NASA to participate as a full partner with North Carolina State University in the operation of a mars space research center. This decision by NASA was made in concert with the enormous talent of A&T's scientists and students.

An $8.4 million appropriation, traversing a five year plan, was granted on the basis of open competition nationally. A&T, as the only black campus selected in the initial competition, has thus positioned itself to play a substantial role in America's deep space programs. The mars space research center operation will be driven, in part, by A&T's composite materials laboratory.

Our scientists will have the major responsibility for developing the anticipated epidermal layer which will cover the mars landing vehicle which touches down on the red planet by the year 2020.

Our sister institution, North Carolina State University, will handle the aeronautical engineering implications of this space flight by developing a prospectus for hardware to be used in the flight through deep space, one traversing two years round trip.

Additionally, as far as the whole question of productivity of engineering Ph.D.s, telecommunications specialists, and computer scientists is concerned. Once again, black campuses must and will play a major role.

For example, the National Science Foundation, a year ago, awarded North Carolina A&T State University a $2.5 million grant covering a five year period. This grant was designed for purposes of developing a Ph.D. feeder track as geared to assist the Nation in increasing the number of minority engineers, telecommunication specialists, and computer scientists, who go on to matriculate in Ph.D. programs and graduate from same.

The grant provides the university with an opportunity to place, annually, no less than four minority engineers/computer scientists/telecommunication specialists into Ph.D. track matriculation. In year one of the program, we placed six students in Ph.D. tracks covering those three disciplines.

It is quite clear that in this age of lessened resources, priorities must be effected. And those priorities, as far as a scientific posture is concerned, must be high ones. As Edward David, former science advisor to the president, indicated, a collision "between scientific opportunities and constrained financial resources represents a crisis 'of purpose' for the science and engineering communities and the Federal agencies which support their research.

Somehow, it is going to be encumbent upon the Federal agencies, and the Fortune 500, to heighten the level of significance and importance which they attach to role played and to-be-played by historically black campuses as directly concerned with the economic growth and development of this Nation.

The following suggestions are, therefore, cited as ones which should be seriously considered by the Congress as it begins to make decisions concerning budget allocations for the next fiscal year and beyond: Increased infrastructure support for historically black research universities. New legislation embodied in public law 101, section 832 calls for the establishment of substantial goals designed to increase the participation of HBCUs and minority institutions in Department of Defense-related research enterprises.

As a part of that section of the law, infrastructure assistance is defined. This infrastructure assistance is inclusive of scientific equipment and dollars for the renovation of research laboratories. Bricks and mortar for new construction, as related to laboratories, et cetera, and are not included in the language of the bill.

It will be encumbent upon the Congress to provide these campuses with enough flexibility wherein "infrastructure assistance" includes dollars for new construction, where necessary, as designed to enable these black campuses to actively and effectively pursue those research projects which can be of assistance to the Department of Defense and which require, as applicable, bricks and mortar construction dollars.

Partnerships with national labs, these are essential, and vitally important, particularly as pertains to the successes which have already evolved in concert with the existence of the science and technology alliance. This consortium of black/minority institutions, inclusive of North Carolina A&T State University, the Mendex Foundation (a Puerto Rican based institution of 14,000) and New Mexico Highlands University (heavily Hispanic and American).

This alliance has a formal relationship, consortium wise, with three national laboratories, e.g. Los Alamos National Lab, Sandia National Labs, and Oak Ridge National Lab.

The interface between the three minority institutions and the three national labs has resulted in extraordinary participation on the part of students and faculty in research projects and activities as emanating, on site, in the national labs.

Additionally, scholarship dollars, co-op opportunities and visiting scientist input have played a major role in the success of this Department of Energy-sponsored program.

Establish precollegiate centers of excellence: Increase, substantially the amount of interagency dollars available to historically black colleges and universities for precollegiate ventures in science and engineering; establish five $1 million per year, for five years, precollegiate centers of excellence, with the criteria for involvement depending upon verifiable track records of excellence in the operationalizing of precollege programs designed to bring substantially increased numbers of high school and middle school students into collegiate science/engineering matriculation programs once enrolled in postsecondary education.

Criteria would be rigid and the track record provable. Preference would be given to campuses with substantial programmatic expertise in science and engineering and records of accomplishment in the precollegiate field.

Establish engineering productivity program initiate through the National Science Foundation, a scholarship program for HBCUs with high productively schools of engineering. Eligibility criteria would depend upon a high engineering productivity track record, with scholarship stipends available up to $8000 per year for entering freshmen students; stipends increased to $10,000 per year as seniors. Matriculation would be geared to those engineering campuses producing, over a three year time frame, the largest number of black engineers.

Double the availability of funds for office of naval research graduate fellowship programs. Gear these funds to campuses demonstrating substantial increases in science/engineering graduate student attendance as HBCUs/MIs.

Establish engineering doctorate enhancement program. This program, as operated by the National Science Foundation, would be specifically geared to assist HBCUs with graduate programs in engineering in the establishment of Ph.D. offerings.

Based upon criteria geared to the prior performances of excellence at the masters and the baccalaureate degree levels in engineering, this program would be geared to establish direct allocations to HBCU campuses with established engineering programs which are being prepared for doctoral instruction. Allocations would be specifically earmarked at the level of $1 million per year for a five year period with renewal possibilities dependent upon specifically delineated criteria as defined by the NSF.

Funds would be used for specific Ph.D. start-up costs inclusive of: faculty salaries; faculty development; scientific equipment up to $250,000 per year for five years; graduate assistant stipends at $12,000 per year for five years; reference books at $50,000 per year for five years; and administrative assistance at $30,000 a year for five years.

The purpose of this program would be to assist selected HBCUs in the final phases of Ph.D. establishment in selected fields of engineering.

Establish matching grants for start-up prospective of HBCU foundation. The foundation has been established and the Fortune 500 is intimately involved in its funding. The matching of federally defined funds as emanating from the National Science Foundation should be available for the use of the six initially selected HBCU campuses in concert with allocations garnered by the Fortune 500 as used for: infrastructure enhancement; establishment of new Ph.D. programs in science/engineering; scholarships for high achieving science/engineering students (four-year graduates); and research assistantships/summer employment internships for high achieving students within these science/engineering programs at HBCUs.

These trusts would represent a renewed commitment, on the part of the Federal Government, to enhance the infrastructure status and the scholarship procurement posture of black universities, universities which will become principal agents of economic development for this country in the years ahead.

Chairman HAWKINS. Thank you, Dr. Fort.

The final witness on the panel has now appeared, Dr. Niara Sudarkasa.

Ms. SUDARKASA. Thank you very much, Mr. Chairman.

To our distinguished Chairman and members of the Committee on Education and Labor, as I said to the Chairman, I am Niara Sudarkasa, president of the Lincoln University of Pennsylvania which was chartered in 1954 as the first college in American for youth of African descent. It is a great honor to appear today to speak on the mission and achievements of historically black colleges and universities. Before I begin may I add my voice of tribute to my colleagues who I am sure have expressed gratitude to you for your lasting contributions to black higher education.

We are especially indebted to you for your attentive ear and continuous support. As you prepare to retire from the House, accept our profound appreciation for your stellar service to some of America's most important institutions, namely its schools and colleges.

I would like to address the committee on the important role historically black colleges and universities must play if America is to achieve the national goals outlined by the President in January of this year.

I made a few notes concerning the achievements of black colleges, particularly Lincoln University recognizing full well that some of these points may have been made by others.

If you would permit me just to say a word about our institution because Lincoln illustrates that a single historically black college might go through a number of different stages of evolution, thereby illustrating that though some of the institutions start out as public or private they don't always end up that way.

Lincoln was chartered as an all-male institution, and remained as such for almost 100 years. It graduate its first woman in 1953, 99 years after its founding. It did not become fully co-educational until 1965, when women were first allowed to reside on campus. Established as a liberal arts college in 1854, within 12 years, Lincoln's charter was changed to make it a fully-fledged university with a law school, medical school and seminary, in addition to the college. The medical and law schools did not survive the depression of the

1870s, but the seminary thrived until the late 1950s, when it was discontinued.

Although Lincoln began as a private institution with strong but unofficial ties to the Presbyterian church, Lincoln has received occasional state support since the 1930s, and became one of Pennsylvania's four "state-related" universities in 1972. The others are Penn State, Temple, and Pittsburgh. This means that Lincoln is now a public institution that receives a part of its annual budget from the state. But it also retains a quasi-private status in that it owns land and other properties that do not belong to the state, and it still has a group of self-perpetuating trustees, who constitute approximately one-half of its board.

Lincoln is especially renowned for producing outstanding national and international leaders. In its first 100 years, Lincoln graduates comprised 20 percent of the Nation's African-American physicians and more than 10 percent of the African-American lawyers. Its alumni have headed 36 colleges and universities and scores of prominent churches. At least 10 have served as U.S. ambassadors and mission chiefs, and many others have distinguished themselves as state and Federal judges, mayors, research scientists, educators, aviators, entrepreneurs, journalists, and other professionals.

Lincoln's roster of famous alumni reads like a Who's Who of the 20th century: Poet Langston Hughes; Supreme Court Justice Thurgood Marshall; Ghana's first President, Kwame Nkrumah; Nigeria's first President, Nnamdi Azikiwe; and Pennsylvania's first black Congressman, Robert N. C. Nix, Sr., just to name a few.

Throughout its history, Lincoln has been interracial and international, while maintaining its primary mission of educating African-Americans. It graduated its first African student in 1859, and its first white students in the 1860s. Lincoln is a household word in Africa, where its graduates not only include the two heads of state mentioned above, but scores of other well-known public figures who played prominent roles in the independence movements and in the first national governments of the late 1950s and early 1960s. But Lincoln's training of African leaders did not stop in the 1940s and 1950s. In the 1960s and early 1970s, Lincoln provided the orientation for the State Department-sponsored Southern Africa students' programs, with the result that its graduates and former students are now found in leadership positions throughout Southern Africa. No less than six members of the cabinet and legislature of the newly independent country of Namibia are Lincoln alumni.

The history of Lincoln University, and those of other historically black colleges and universities, make it clear that these institutions have had a remarkable impact through the training of men and women who made their mark as national and international leaders. Data compiled by the National Association for Equal Opportunity in Higher Education, NAFEO, indicate that these institutions have produced more than 50 percent of the Nation's African-American business executives and elected officials; 75 percent of the African-Americans who earned doctorates; 75 percent of the black military officers, 80 percent of the black Federal judges and 85 percent of the black physicians.

Although black colleges and universities constitute only 3 percent of the Nation's institutions of higher learning, they enroll approximately 27 percent of the African-American students in college, and award 34 percent of the undergraduate degrees earned by blacks nationwide—59 percent of the bachelors degrees earned in the South. Over 50 percent of the African-Americans who receive bachelor degrees in mathematics and approximately 40 percent of those who major in various fields of business, engineering, and science graduate from HBCUs.

Thus, today as in the past, America's black colleges and universities still assume a major share of the Nation's responsibility for providing equal educational opportunities for African-Americans. And what is most important, they are providing students with the global-awareness, critical skills, and the scientific and technical backgrounds that will be indispensable for survival and success in the 21st century.

The role of HBCUs in meeting our national education goals:

It is because of their special success in training students who come to college "long on promise but short on preparation," that black colleges and universities can play a vital role in helping to achieve the national educational goals outlined by the President nearly a year ago.

In his 1990 State of the Union message, President Bush set forth the following goals for education: By the year 2000, all children in America will start school ready to learn.

By the year 2000, we will increase the percentage of students graduating from high school to at least 90 percent.

By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

Obviously, the challenge in reaching these goals comes not from the well-prepared students and privileged classes in our society, but from those who are underprepared and underprivileged.

The challenge of these goals is not simply to do better in our training of Americans whom W.E.B. DuBois would call "the talented tenth," but rather to deal effectively with those who are presently "weeded out" or allowed to "drop out" or "cop out" of the educational system.

To achieve our national educational goals, we must realize that the passion for excellence cannot simply trickle down from the top; it must be the fountain from which everything flows. Only when we have a strategy for encouraging and enabling students at all performance levels to strive for what the athletic coaches call their "personal best" can we expect to raise the level of achievement throughout our educational system.

The notion that our students can become globally competitive will remain an idle wish unless and until we can motivate the scholastic under-achievers to value academics as much as they value sports. Our students will have to appreciate that drive, determination, dedication and discipline can provide them with the key to careers far more reliable and realistic in their prospect than the remote possibility of a career in professional sports.

Regardless of whether it is perceived or intended as such, the establishment of national educational goals requires a commitment to equity that is as strong as our commitment to excellence.

In fact, the message underlying the enunciation of these goals is that any attempt to achieve excellence without equity is short-sighted and inevitably short-lived. Quantum improvements in the Nation's overall educational performance, such as called for in the national goals, will require substantial improvement in the achievement levels of all students, particularly those who are figuratively and literally at the bottom of the class.

Clearly, success in reaching our national educational goals will require a major commitment of funding and other resources from Federal and State Governments as well as from the private sector. The President will have to live up to his aim of becoming "the Education President" by giving funding for this sector a much higher priority than it now has.

Obviously, the reauthorization of the Higher Education Act of 1965 is vital in any strategy for identifying resources to achieve our national educational goals. A case can be made for increasing the funding of nearly every program funded under this legislation, but it is particularly important that the level of funding by increased substantially for student financial aid and academic support services, funded under Title IV; for teacher training and development programs, funded under Title V; and for aid to historically black colleges and other needy institutions, funded under Title III.

Given the undisputed success of HBCUs in educating students from poor schools, low-income homes, and neighborhood environments that discourage academic achievement, the Nation should realize that black colleges can provide models for both teaching low achievers and training the teachers who will teach them.

In this critical decade, black colleges can also be encouraged to form more linkages with majority colleges and universities so that our success in nurturing, mentoring and graduating black students can be emulated by the predominantly white institutions at which most of our students seek an education. Demographic realities tell us that even if all African-American students wanted to attend black colleges, there are two few HBCUs to educate all the African-American students who deserve a college education.

We at the historically black colleges, therefore, have a great stake in the survival and success of black students wherever they are. By establishing programs of academic cooperation and collaboration with predominantly white institutions, we can pool our respective strengths to educate greater numbers of African-Americans and other minorities, and thereby move our Nation closer to the educational goals enunciated by the President.

In my inaugural address delivered in September 1987, I stated my conviction that black colleges would continue to lead the country in producing African-American pioneers and trailblazers because "these institutions instill in black students what eludes them at many predominantly white institutions: Namely, the boldness to dare to compete at the cutting edge, and the confidence and skills to succeed once they are there."

Hopefully, Mr. Chairman, this legacy of success in educating the underprivileged as well as the talented tenth can become the hallmark of all of American education.

In enunciating the six national education goals, the President has challenged the Nation to duplicate the success of the black colleges. He has challenged the country to fulfill its long-standing promise of equality of access, of equality of opportunity for progress and success at all levels of American education. We in the African-American community now call for the country to rise up and meet that challenge.

Thank you.

[The prepared statement of Dr. Niara Sudarkasa follows:]

*CORRECTED COPY*

# TESTIMONY

# "THE IMPORTANCE OF BLACK COLLEGES AND UNIVERSITIES IN THE ACHIEVEMENT OF NATIONAL EDUCATIONAL GOALS FOR THE 1990s"

by

DR. NIARA SUDARKASA
PRESIDENT
LINCOLN UNIVERSITY OF PENNSYLVANIA

PRESENTED TO THE

U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND LABOR
"FORUM ON STRENGTHENING BLACK COLLEGES AND UNIVERSITIES"

December 10, 1990 Washington, D.C.

## TESTIMONY

### INTRODUCTION

Mr. Chairman and members of the Committee on Education and Labor, I am Niara Sudarkasa, President of Lincoln University of Pennsylvania, which was chartered in 1854 as the first college in America for youth of African descent. It is an honor for me to appear before you today to speak on this Forum on the mission and achievements of Historically Black Colleges and Universities (HBCUs).

Before I begin my testimony, Chairman Hawkins, may I add my voice of tribute to that of my colleagues who have expressed their gratitude to you for your lasting contributions to American higher education. We in the historically Black college community are especially indebted to you for your attentive ear and continuous support. As you prepare to retire from the House, please accept our profound appreciation for your stellar service on behalf of some of America's most important institutions, notably its schools and colleges.

Mr. Chairman, I wish to address the Committee on the important role historically Black colleges and universities must play if America is to achieve the national educational goals outlined by the President in January of this year. By way of introduction, I wish to make some remarks about the achievements of Black colleges, recognizing full well that many of the points I make will have been made by other speakers.

Throughout the day, the Committee has been reminded that historically Black colleges are representative of the diversity of higher education institutions in this country. They are: public and private; single-sex and co-ed; predominantly Black or historically Black but now predominantly white; two-year colleges, four-year colleges, comprehensive universities, research universities, professional schools, etc. My own institution, Lincoln University of Pennsylvania, illustrates that a single HBCU might have gone through a number of different stages in its evolution.

Lincoln University was chartered as an all-male institution, and remained as such for almost one hundred years. It graduated its first woman in 1953, ninety-nine years after its founding. It did not become fully co-educational until 1965, when women were first allowed to reside on campus. Established as a liberal arts college in 1854, within twelve years, Lincoln's charter was changed to make it a full-fledged University with a law school, medical school and seminary, in addition to the College. The medical and law schools did not survive the depression of the 1870s, but the seminary thrived until the late 1950s, when it was discontinued.

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Throughout its history, Lincoln has been interracial and international, while maintaining its primary mission of educating African Americans. It graduated its first African student in 1859, and its first white students in the 1860s. Lincoln is a household word in Africa, where its graduates not only include the two heads of state mentioned above, but scores of other well-known public figures who played prominent roles in the Independence movements and in the first national governments of the late fifties and early sixties. But Lincoln's training of African leaders did not stop in the forties and fifties. In the 1960s and early 1970s, Lincoln provided the orientation for the State Department-sponsored Southern Africa students' program, with the result that its graduates and former students are now found in leadership positions throughout Southern Africa. No less than six members of the cabinet and legislature of the newly independent country of Namibia are Lincoln alumni.

The history of Lincoln University, and those of other historically Black colleges and universities, make it clear that these institutions have had a remarkable impact through the training of men and women who made their mark as national and international leaders. Data compiled by the National Association for Equal Opportunity in Higher Education (NAFEO), indicate that these institutions have produced more than 50% of the nation's African American business executives and elected officials; 75% of the African Americans with earned doctorates; 75% of the Black military officers, 80% of the Black federal judges and 85% of the Black physicians.

Although Black colleges and universities constitute only 3% of the nation's institutions of higher learning, they enroll approximately 27% of the African American students in college, and award 34% of the undergraduate degrees earned by Blacks nationwide - 59% of the bachelors degrees earned in the South. Over 50% of the African Americans who receive bachelors degrees in mathematics and approximately 40% of those who major in various fields of business, engineering, and science graduate from HBCUs.

Thus, today as in the past, America's Black colleges and universities still assume a major share of the nation's responsibility for providing equal educational opportunities for African Americans. And what is most important, they are providing students with the global-awareness, critical skills, and the scientific and technical backgrounds that will be indispensable for survival and success in the 21st century.

## THE ROLE OF HBCUs IN MEETING OUR NATIONAL EDUCATIONAL GOALS

It is because of their special success in training students who come to college "long on promise but short on preparation", that Black colleges and universities can play a vital role in helping to achieve the national educational goals outlined by the President nearly a year ago. In his 1990 State of the Union message, President Bush set forth the following goals for education:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
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6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

Obviously the challenge in reaching these goals comes not from the well-prepared students and privileged classes in our society, but from those who are under-prepared and under-privileged. The challenge of these goals is not simply to do better in our training of Americans whom W.E.B. DuBois would call "the talented tenth", but rather to deal effectively with those who are presently "weeded out" or allowed to "drop out" or "cop out" of the educational system.

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Clearly, success in reaching our national educational goals will require a major commitment of funding and other resources from federal and state governments as well as from the private sector. The President will have to live up to his aim of becoming "the Education President" by giving funding for this sector a much higher priority than it now has.

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In this critical decade, Black colleges can also be encouraged to form more linkages with majority colleges and universities so that our success in nurturing, mentoring and graduating Black students can be emulated by the predominantly white institutions at which most of our students seek an education. Demographic realities tell us that even if all African American students wanted to attend Black colleges, there are too few HBCUs to educate all the African American students who deserve a college education.

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In my inaugural address delivered in September 1987, I stated my conviction that Black colleges would continue to lead the country in producing African American pioneers and trailblazers because "these institutions instill in Black students what eludes them at many predominantly white institutions - namely the boldness to dare to compete at the cutting edge, and the confidence and skills to succeed once they are there."

Hopefully, Mr. Chairman, this legacy of success in educating the underprivileged as well as the talented tenth can become the hallmark of all of American education. In enunciating the six national educational goals, the President has challenged the nation to duplicate the success of the Black colleges. He has challenged the country to fulfill its longstanding promise of equality of access, and equality of opportunity for progress and success at all levels of American education. We in the African American community now call for the country to rise up and meet that challenge.

Chairman **Hawkins**. Thank you.

The Chair would certainly like to commend the witnesses. Each panel has been, I think, outstanding. It has been one of the best hearings that we have had during this Session of Congress. It is most encouraging and inspiring. We are deeply indebted to all of the witnesses, and all four of the panels.

Before I forget it, I would like to also express at this time my thanks to our staff for putting the hearing together. Mr. John Smith has been very valuable in doing this. I see in the audience Miss Michelle Stent. I want to express the appreciation of the committee for your help throughout the session, as well as helping to put this day together.

Mrs. Bea Smith from NAFEO, Joyce Payne from the public black colleges. We would like to thank that staff. We don't ordinarily get an opportunity to do so We certainly would like to express our appreciation.

We had many questions, I am sure my colleges do. There is one, you spoke of the need for the health professionals. I noted in the newspaper on my way back from L.A. two days ago an article which indicated several proposals under way.

I think the Department of Labor was discussing one such proposal to import from overseas individuals, particularly in the health professions. I have had the impression in hearings before this committee from the private sector that there is a move afoot, in certain occupations, at least, to import labor from overseas. I don't know how the current situation is with respect to that.

It seems to me that here we have had testimony all day of how individuals try to motivate certain professions. There is a movement, and I anticipate it will accelerate certainly to go overseas for some of these needs. To me, I think that is short-sighted.

I wonder if any of the witnesses would like to comment on why it has become necessary to import the skills we need when we have available among us here at home the institutions to train and equip with the best skills of the world these type of individuals. Would any of the witnesses care to comment?

Mr. **McClure**. I would like to comment on that from the standpoint of the health professions. We have related statistics in terms of what our institutions have contributed. I think one point we need to make is that if these institutions had in fact received the kind of support that they really deserved, our conclusions could have been much greater.

Indeed, as we go into the future, I think what we are proposing is that these institutions receive the kind of support that will allow them to be maximally productive of the kind of health professionals who have already demonstrated their commitment to serve where they are most needed.

If America has any problems in terms of health care, it is that so often, the health professionals don't always go where they are most needed. When we speak of the track records for blacks and other minorities going into underserved minorities, I think that is a real message.

For example, in New York, there are more Meharry graduates in underserved areas than from any other New York medical schools.

Mr. **Cole**. And that has been directed very clearly, and it goes on and on for many other areas in rural communities and in the cities in this country.

So I think if this Nation would investigate in the historically black colleges and universities, then the role which we have played, which we have talked about here today could be a much greater role and certainly the need to import our resources from other countries would not be.

I think this country should be sending people to other countries, and now as Dr. Sudarkasa pointed out in terms of Lincoln University, there have been many health professionals who finished at Meharry and Howard who have gone to Africa and other underserved countries to serve. I was in Zambia in 1986 and Lusaka had developed 12 clinics, and eight were headed by Meharry graduates.

But what we have done I think is nothing compared to what we could do if we received the kind of support which I think we need and deserve.

Chairman **Hawkins**. Thank you.

Mr. **Fort**. Let me support Mr. Satcher and also the President of the Lincoln University for their courage in relationship to the response to your question, Congressman Hawkins, and add the index that Dr. Sudarkasa has mentioned as pertains to the issue of excess.

If memory serves me correctly, in 1988, according to statistics provided by the National Science Foundation, in listing the top 30 campuses nationally relatively to federally-funded research productivity, the highest campus in that list was Johns Hopkins University which generated $480 million that year.

Of the top 30 campuses, not one was black, not even Howard. Now, I find that suddenly, rather, sufficiently, that the new legislation under the legislation under the reauthorization act suggests that dollars might very well be set aside for dealing with the infrastructure issue there I spoke to earlier.

I find it also peculiar that infrastructure money cannot be used for purposes of construction as far as bricks and mortar are concerned. I would be willing to wager that sufficient—that tremendous amounts of dollars were utilized in concert with the data displayed in 1988, as far as the National Science Foundation is concerned, for everything from laboratories to facilities that were quote, "constructed," end quote.

I find it rather odd that now suddenly as we move into the 1990s and the ethos of under-representation of minorities as related to historically black research universities is concerned, that those campuses are now confronted with the possibility of not being able to tap into the same kind of resources that were in existence at the time that one campus and Johns Hopkins generated $480 billion. That should change.

Mr. **McClure**. Mr. Chairman, now a different angle to the responses given to your question, and that is that with respect to the question of why this Nation, why various agencies and firms in the Nation would be importing labor, I would dare say that it is also a response, it is also an action, a behavior, that has been typical down through the years of respect and appreciation that have been afforded to historically black colleges and universities.

I think it is very important that we note that while we continue to speak about specific areas where we know this act and other legislation all to address in a very specific and well-defined way, it is equally as important to understand that any support given to any historically black college or university goes to address the fundamental question of dividing persons within these shores to the needs of not only African-Americans, but the Nation itself.

And I hope that in the broad sweep of discussion and debate that may occur over the next several months and years that we never lose sight of the fact that all of these universities as a universe are serving a purpose which this Nation slightly needs, and that many states, not Virginia certainly, but many states have failed to appreciate the roles which historically black colleges and universities have made, and therefore the Federal Government over the past several years have done an extraordinary job in helping us to stem the tide of reactionism as it applies to our institutions.

Chairman **Hawkins**. Thank you.

I think that I have exhausted my time.

I will yield to Mr. Owens?

Mr. **Owens**. Well, Mr.—Dr. Fort, pleased to see you again.

Mr. **Fort**. The pleasure is mine, sir.

Mr. **Owens**. Help is on the way. Earlier in the day to start this hearing Congressman Bill Gray testified about the Qualified Higher Organizational Capital Financing Act, have you heard about that?

It was introduced late in the session, and will be re-introduced with Mr. Gray's personal backing, and I am optimistic that something can move in terms of that act being able to provide funds for capital improvements for historically black colleges and universities.

Let me ask you, Dr. Fort, while I view, the—in your testimony, in which I appreciate very much your recommendations, detailed recommendations, you talk about a Navy graduate engineering program. Is that funded through the Department of Defense?

Mr. **Fort**. No. This is the Office of Naval Research through the Department of the Navy, and, of course, it obviously is part of the Department of Defense, that is right.

Mr. **Owens**. It is an intriguing area. I would like to know, and perhaps I will talk to you in the future, if you have knowledge of any other economic issues with the military. The Department of Defense provides more money for educational research, than any other unit of government, far more than is provided via the Department of Education.

And there are a number of programs there in which I would like to know the experience of historically black colleges where there are various programs which do train people at every level. I am interested in that.

You also mentioned a foundation which I am not that familiar with, the Foundation for Historically Black Colleges?

Mr. **Fort**. That is the HBCU Foundation for Historically Black Research Universities. This is new; seed money has not yet been made fairly public as far as sources from the public sector are concerned, but my anticipation is that given the role being played by Dr. William Hogan who is a vice President with Honeywell, and also given the leadership of Dr. Margaret Segers who formerly headed the White House of Initiatives for Historically Black Colleges and Universities that this foundation will absolutely be a goal, it will be a success, and what I am urging is that the Federal Government play a significant role in relationship to the funding of that enterprise.

I might add, Congressman Owens, that as you recall during our discussions when you were on our campus less than a couple of years ago that the Office of Naval Research is a very, very important aspect of the Department of Defense's role as pertains to the augmentation and enhancement of black campuses.

For example, over the last three years our campus has generated about $2 billion from that organization in relationship to the whole question of ceramics research as pertains to materials within the school of engineering, which is critically important as related to the economic support and development of this Nation.

One major possibility for success on the horizon related to the recent formulation of the consortium for research and development which brings together between seven and nine majority institutions led by the likes of the Wisconsin, Madison and Iowa State University, and historically black research universities, including Florida A&M, and Tuskegee, and also Xavier, and Clark Atlanta.

In with that venture, we anticipate that once this begins rolling, that it will make a significant impact upon the kind of funding levels which should flow from the Department of Defense and in concert with this liaison between historically majority institutions such as Wisconsin and historically minority institutions such as A&T and Clark Atlanta.

Mr. OWENS. For the benefit of the record, we did have a discussion earlier about research universities and the fact that there are certain units of the Federal Government which want to make us believe that none of the historically black colleges and universities are capable of being classified as research universities.

You just mentioned a group, a group that is coming to be, and we would appreciate a listing of those involved in writing, if you don't mind.

Mr. FORT. We can certainly provide that. I think that——

Mr. OWENS. This is your definition, not theirs, I take it.

Mr. FORT. Our definition is the one that counts as relates to what we are trying to do. I think that that is a lot of nonsense as related to the capabilities of these campuses, financial, from NASA alone, our campus in the last two years has generated between $12 and $14 million in research related to deep space ventures that this Nation apparently has a rather strong focus on.

So if that is an example of the kind of development that our campuses are capable of getting involved in, I say let's get on with it.

Mr. OWENS. Thank you.

Dr. Satcher, I have been very disturbed by the recent releases of these indices that show that African-American people in America are going backwards rapidly if you use the most meaningful barometers for the masses. If you use barometers like Bill Cosby and the amount of money he earns per year or Michael Jackson or some of the high salaries being earned by the football players and baseball players—the illusion of progress is given there.

But by barometers that deal with the masses, like the life expectancy that you mentioned in your testimony, as of 1984, we stopped closing the gap between white life expectancy and black life expectancy, as of 1984, before AIDS became such a large factor, and we started declining as of 1984 and we are going backwards progressively. And, of course, AIDS has nothing to do with the high infant mortality rate in the hospitals of New York, Washington, and all the inner-cities of America where you have large black populations.

Infant mortality rate is not affected by AIDS. As a Congressman who deals with cases during the winter, I will tell you a lot of our people are just plain freezing to death, because of the fact—I mean they have large health problems because, frankly, the houses are too cold, they don't provide heat. Or they have various kinds of medical problems that are identified too late, and I think this was mentioned as one of the causes, they diagnosed curable diseases too late to allow medical science to be able to make a difference.

All these things really disturb me, and I wonder if we can't have more visibility. Some of the members might want to address this also. We only have two or three major medical schools, which are predominantly African-American.

But I wondered if there is some way to get more visibility and more leadership in terms of impacting upon our people what is going on, what is happening, and get into more detail about these causes. Because we are going to have the problem of, it is all going to be dismissed as the rising AIDS rate, you know, and there are other kinds of things that are happening, as pointed out by Dr. Sullivan, you know, the cigarettes and beer and those kinds of things also have a great impact.

But also the housing and the lack of Federal commitment to housing over the last 10 years I think is a major part of the problem. People are getting sick and dying, and we need more visibility in terms of leadership from your community, the medical community, the academic community, you know, politicians can only go so far.

Dr. Sullivan talked about one aspect of it, but he hasn't dealt with the Federal Government's policies that have led to a decline in the health care of African-American people. So I think more visibility means some kind of consortium which would have to deal with television for the whole Nation. We need some leadership.

Let us know. We are dying, literally dying. We need to know how and why, from a voice that is objective and would be trusted.

Mr. COLE. I think you are absolutely right. Two years ago at Meharry we started the Institute for Health Care of the Poor and Underserved and this past year because we had the Conference on Children at Risk. I don't think there is any question that the number one factor in infant mortality as it was in many of these other problems is poverty. I think you are absolutely right.

Poverty has been a growing factor in our community. Fifty percent of African-American children now live in poverty, and we see direct results of that in terms of pregnancy, prenatal care, and what happens in the first year of life, which is how we define infant mortality.

And while surely AIDS and substance abuse are factors, the overwhelming factor is poverty and the results of poverty in terms of lifestyle, diet, but also access to health care. It is very clear. And I agree with you that we have to play a greater leadership role in bringing this problem to the forefront in helping to solve it.

Our institutions are struggling to do that. I want to emphasize struggling. I will just make this one brief point. I hate to continue to use Meharry as an example, but I know that best. Meharry struggles financially, let me just say that, and our financial struggle is inherent in our mission.

I mean if you operate an academic health center in this country, the average academic health center gets 40 to 50 percent of its revenue from patient care. If you take care primarily of poor people which you do if you take care of primarily black people, then you don't make money at patient care.

So you are always struggling to meet a very difficult high technological budget in a medical school. So what we are trying to do is to get to the point where we have a stable financial base from which we can enact and build strong programs that would in fact deal with these problems. Because from our perspective, the Nation has not yet made that commitment.

If this Nation funded programs like the ones that we are discussing, the way it funds programs at Johns Hopkins for specific centers of excellence to deal with specific diseases, which might affect very few people, if this Nation funded programs for health care for the poor the same way, then we wouldn't have a financial struggle. We have a financial struggle because the priority of the Nation today is not to really fund programs that speak to access to health care for the poor, prenatal care for women; 40 percent of black women do not receive prenatal care in the first trimester of pregnancy.

When those issues come to the forefront about budget, then we will have the kind of financial strength that will allow us to have the kind of out-front visibility and leadership that we like to have in this country.

Mr. OWENS. I didn't mean to take the panel off the subject. I think it is very much on the subject. The historically black colleges and universities, the professional schools and their mission, can't be separated from our ability to get funding and the support you need. And a lot of African-American people ask me, well, you know, what difference does it make whether they have HBCUs or not. I don't have any HBCU in my district, you know.

As a major resource to the Nation, in many ways you can be tremendously helpful to everybody and that is what I am trying to emphasize. Not just the area that you happened to cover which I focused on, but this whole area of education. We have a fragmentation and a vulcanization of ideas in the black community about education which is frightening.

Some people think that all you have to do is segregate the boys from the girls or blacks from whites. Blacks are advocating segregation as a way to deal with our educational problem. Some are oversimplifying that all we need to do is put in an African-American curriculum. But we are really at a dangerous point where leadership from academics and people in the field of education is needed, high visibility is needed in order to deal with directing our people so that we don't self-destruct as we seek to solve these problems that have driven us into desperation and frustration.

I know why things are happening the way they are, but we need a lot of help from the academic community; presidents of colleges, I think, ought to think about addressing that.

Finally, I would just like to welcome Dr. Sudarkasa back and say, you were on the panel from the Higher Education Trust several years ago and I enjoyed your remarks then, and today you were right on target.

I made similar remarks about the President's goals before you got here, and I am happy to see that either I am thinking like an academician or you think like a politician, so we are on the same wave length. So welcome, and I did enjoy and benefit from the testimony of all of you. Thank you again.

Mr. McClure. I forgot to mention one thing which I think is important. I don't know if you have seen the Journal on Health Care for the Poor and Unserved which we started last year, and I say that because it is the first journal of its kind in this country, but it is a mechanism for us to communicate some of these problems and concerns, and many people are responding to it.

We are going to make sure that all of you get copies of the journal when it comes out because it is an attempt to really put in perspective this whole issue of poverty and health.

Mr. Owens. I would like to see that and I would like to talk with you more about a New York State program which was started when I was a state senator. It was sabotaged the first few years and I would like to know where it is going now.

There are a lot of things I would like to talk to you about.

Thank you.

Chairman Hawkins. Mr. Hayes?

Mr. Hayes. Mr. Chairman, I will be very brief.

I do hope, Dr. McClure, that the statement that you had prepared that was misplaced by the airlines is found, because I was really interested. At least the testimony you gave orally where you reflected on not just your postsecondary level of the whole educational process, but from the Head Start programs all the way through elementary, secondary, because I think they are connected.

We have some problems that you alluded to that certainly are going to impact, if not already on the institution of higher learning, but the whole question of preparing our youth at early stages must be the focus. I am bothered particularly about, for example, the fact that I had an opportunity to go with my Chairman Hawkins into some parts of Europe. Do you remember that? And just studied the emphasis that is placed on preschool education of the kids. I think it was from three to six, wasn't it?

Chairman Hawkins. That is correct.

Mr. Hayes. To see the methodology that they were using and teaching kids at that level how to read. We find ourselves in the position where we are behind in that whole area.

There seem to be a growing emphasis in this country on prenatal choice of deciding what schools kids will go to, which is according to my estimation a reinstitution of the whole discriminatory policy.

This policy is not just based on race, but based on economic status as well. Much of the money that we need in order to educate these kids at the elementary level is going to go to those schools, as it is in my state, where they spend $800 or more a year on a student that goes to school in the suburbs. This is compared to what they spend on one that goes to school in my district, which happens to be an economically poor district, with virtually no tax base, which is the basis on which they distribute the money.

So these are the kinds of problems, and I think that you as teachers of institutions at the postsecondary level, particularly when it comes to black schools, kids having an opportunity to get a higher education, you have got to begin to speak out more on some of these deficiencies as they exist, in order to move people into a position where they are willing to stand up and fight, because I think that is the only way it is going to change.

Thank you.

Mr. McClure. Congressman Hayes, if I may, let me just say this one important thing. I think that of all the issues that may be discussed, if we do not first and foremost address education beginning at the time of conception, into nursery, into the elementary and middle school years, if we don't address them on the same level as we do deep space research, et cetera, we are stupid, that is point number one.

And point number two is that I believe that unless and until we see the historic experiences which we have had in our respective institutions as basis for developing new means of instructional delivery, new kinds of units, for example, in Petersburg, Virginia, where we live, we are working now with 12 school districts and we are setting up a satellite feeder system where teachers at Virginia State University are teaching in the schools in those 12 school districts.

It is a very expensive process. The governor has been very kind. We will be the only institution in the country which is endeavoring to work with low-income students. We are naive to think about becoming a great institution at the postsecondary level unless we first think in terms of serving young people. And that is my entire point I was trying to make.

Mr. Sudarkasa. Congressman, may I add my voice to that of my colleague in saying how important it is for us, as you said, not to desegregate education as if we about success at one level without realizing that it has impact on all others, or deficiencies at one level without appreciating how these impact on all others.

Certainly we in historically black colleges are keenly aware of this, because we deal with students all the time who have come to us unprepared and whom people have labeled unintelligent, when in fact they are the victims of systems of education that simply have not served them well from the time they first started until the time they got to college level.

I think that it is important as you say for us to not only speak out on these issues, but to make it very clear that while parents have a responsibility for some of the training of their children, we cannot allow black parents to bear the brunt of the deficiencies of our school system, the failure of our school system to educate children so that they can in fact be well prepared for college.

I think that one of the most pernicious myths that I have seen circulating in recent years is the myth that the reason that black students do not succeed is that black parents are somehow failing them. It is not the responsibility of the homes to take over the responsibility of the schools. And I think that we must insist that if middle class majority parents are not taking the responsibility for educating their children, but holding the schools responsible, how much more should lower income African-American or black parents do the same thing?

I believe that while we need to support all of the discussions about self-help in the African-American community, we must remember that we have always been a people who have helped ourselves, and that the failure of the institutions to deliver education to our children should not be turned around and put on to black parents.

Mr. **Hayes**. Thank you very much.

Chairman **Hawkins**. Thank you.

Again, I wish to thank the witnesses. You have given us concrete hope and stirring faith, and this is a good conclusion I think to this series of hearings by the full committee. We certainly appreciate the witnesses today.

The hearing is adjourned.

[Whereupon, at 1:55 p.m., the committee adjourned.]

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